

JUNE, 1929

SOUTHERN NUMBER

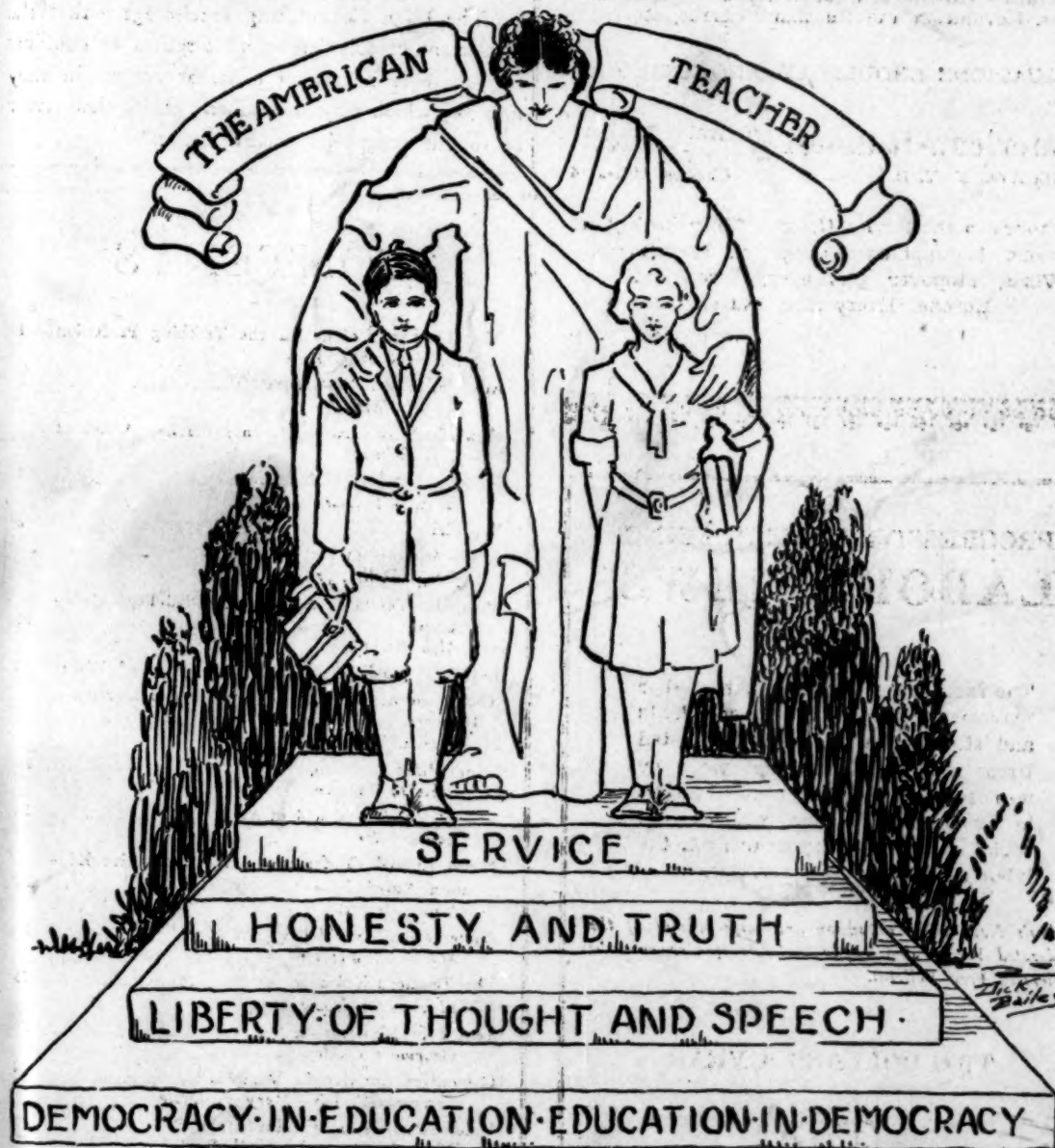
VOL. XIII—No. 10

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

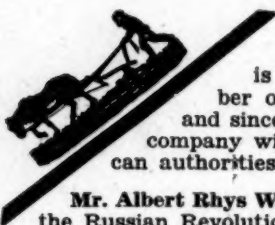


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The American Teacher

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Volume XIII, No. 10

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Two Dollars a Year

The Teachers Union and the Teaching Profession

Teaching is usually spoken of as a profession, and the teacher quite generally considered an individual upon whom descended—with the presentation of a sheepskin—a cloak of professional ethics by which his acts, henceforth, are to be covered and controlled.

So far, so good. But just what is meant by a profession and what are the ethics that so mysteriously enveloped the teacher's personality on that momentous day when he added a few letters to his otherwise unpretentious name? In endeavoring to clarify these points, we immediately run up against a difficulty. No two opinions on the subject appear to be the same. Ask the opinion of people presumably qualified to speak, and note the replies. I feel safe in saying that the answers will surprise you.

PROFESSIONS AND OCCUPATIONS.

Fearing to trust to my own judgment in the face of the vague and varied opinions of those better neighbors of mine, I take refuge in the dictionary. There I read that a profession is an occupation which involves a liberal—some say superior—education and calls for mental rather than manual labor. That seems perfectly simple. But I am suddenly stricken with forebodings. If the dictionary definition holds, then many people who are teaching in the United States today cannot be called professional, since their educations have not been liberal and the cloak of professional ethics has not yet descended upon them—ethics, in this connection, being interpreted as that intellectual quality needed in the proper conduct of their mental labors and, at present, certified to by the sheepskin.

I turn to precedent for further enlightenment. There I find that a genuine profession controls its own qualifications and membership; maintains a definite code of ethics, requiring certain standards of excellence in its workers and their work, and in the conditions under which the work is done; sets a standard of awards for work well done, and so

makes possible economic independence; assures to its membership active participation in all constructive effort; and makes possible that intellectual freedom which work based upon mental effort requires for its best fruition. Does the teaching profession in America today, measure up to these criteria? Hardly, it seems to me.

UNION FOR EQUAL OPPORTUNITY.

Granting, then, that teaching has not yet reached the ideal of a true profession, let us consider what part the Teachers Union is taking in the effort being made to bring about the realization of a dream. The Union stands now and has always stood for equal opportunity in education. It maintains that the opportunity for vocational, technical, professional and cultural education must be put within the reach of all the children in this land. And from the children of today will come the teachers of tomorrow. The Union works for the betterment of teaching conditions; for high standards in work and workers; for salaries commensurate with economic independence; for intellectual freedom for teachers; for teacher participation in the conduct of schools; for tenure of office during efficiency; and for adequate pension laws.

The Teachers Union desires to co-operate in all constructive efforts made toward the fulfillment of the highest ideals in the business of teaching. Its unceasing endeavor is to help in the development of an actual, rather than a fictitious, teaching profession throughout the length and the breadth of these United States of America, and to make of teaching a profession as honorable and as honored as are the professions of law, medicine and the like.

ELIZABETH B. GRAHAME,

Washington, D. C., Local 8.

"A nation which lets incapables teach it while the capable men and women only feed it, clothe it or amuse it, is committing intellectual suicide."—Edw. L. Thorndike, *"The Bulletin" of the Milwaukee Teachers Association.*

Adult Education in the Atlanta Public School System

By T. W. CLIFT, *Director of Adult Education*

For the purpose of this article, the term "adult education" will refer to the training of those people who are above compulsory school age and enrolled in evening school or Smith-Hughes classes. This likewise will give a natural division between that training which is partly subsidized by state and federal funds and that where the expense is entirely borne by the local public school system.

ENROLLMENT

The records show that on March 1 of this year there were enrolled 8,023 people in the adult education department; this includes both white and colored, and of this number 3,829 had been enrolled in Smith-Hughes classes. On this same date it is shown that 4,900 were in regular weekly attendance. While dealing in figures, it may be interesting to know that this 8,023 constitutes about 15 per cent of the total enrollment in the Atlanta public school system.

COST SHARED

Likewise, it may be interesting to know that the cost of giving instruction to this number, not counting deterioration on property, is less than 5 per cent of the total cost of the public schools of Atlanta.

It is also true that the school system is reimbursed from state vocational funds for more than 25 per cent of this expenditure, which leaves less than 4 per cent to be paid by the local Board of Education. This does not seem to be extravagance or bad business when one considers that more than 8,000 people are being given a chance to add to their education, which is in many instances the only education of a vocational nature they have ever had. It is the opinion of practically all educators, as well as a great many business men, that these people who are given vocational education will turn back to the community many times the cost, in the form of more skillful workers, wholesome ethics between employer and employe, less poverty and crime, better managed and happier homes.

OTHER CITIES

It likewise may be interesting as well as enlightening to know what some of the other cities in Atlanta's class are doing in the matter of adult education. The United States Bureau of Education states that in 1926 Los Angeles, Cal., had 62,630 people

enrolled in their evening school alone, while Buffalo, N. Y., had more than 28,000, and Gary, Ind., with a population of a little more than one-fourth of Atlanta, had over 12,000 men and women filling nineteen buildings, attending evening schools alone. That means that Gary had in 1926 about one person in evening school to every five population, while Atlanta had one enrolled in adult education to 40 population. Gary is considered one of the richest and most progressive small cities in the United States, and will probably continue with this high ranking as long as it has such an excellent program in adult education.

LEADS TO BETTER WORK

What training should be given adults in the public schools? The Federal Board for Vocational Education answers this by saying that "training in any field of human activity which assists people, young or old, to get a job, to keep a job, to improve a job, to get a better job, and to believe in their job."

It seems reasonable that any type of training that will help to make the mechanic a better mechanic, the builder a better builder, the salesman a better salesman, the farmer a better farmer, the home-maker a better home-maker, is justifiable in a program of vocational or adult education.

ADULTS CAN LEARN

Are adults able to learn? Dr. Thorndike, of Columbia University, one of the greatest psychologists of modern time, has done a great deal of experimentation along the line of the power of the adult to learn. There are two or three statements from his recent books on adult learning which are sufficient proof that adults are able to learn. Dr. Thorndike says:

"In general, nobody under 45 should restrain himself from trying to learn anything because of a belief or fear that he is too old to be able to learn it. Nor should he use that fear as an excuse for not learning anything which he ought to learn. If he fails in learning it, inability due directly to age will very rarely, if ever, be the reason.

"In general, teachers of adults of age 25 to 45 should expect them to learn at nearly the same rate and in nearly the same manner as they would have learned the same thing at 15 or 20. What that

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rate and manner will be depends upon the general intelligence and special capacities of the individual.

"If an adult class were to be divided into two sections, one expected to make rapid progress and the other expected to make slow progress, age would be practically worthless as a basis for the division.

"We are led to the conclusion that the best time to learn a thing is just before we need to use it, for it is using a thing that makes it an organic part of our education."

ADULT EDUCATION UNIVERSAL

As an educational system should we offer the people the opportunity of adult education? This is very thoroughly answered by Dr. L. R. Alderman, specialist in adult education, Bureau of Education, Washington, D. C. He says, in part:

"The growing consciousness on the part of adults that they should continue their education is revealing itself by a general and growing interest in the public evening schools. The desire on the part of adults to continue group instruction is evidenced in all civilized countries. There are those who think that this movement is one of the most important for race betterment that the world has ever known. It has been said that the nineteenth century was the time when the rights of childhood came to be more generally recognized. The first quarter of the twentieth century saw a wonderful new realization of the

importance of adolescence as a time for education. The marvelous growth of secondary schools in the United States is evidence of this fact. This movement for education for grown men and women is but the logical next step in the march of progress.

"It is but natural that taxpayers, who have provided schoolhouses and trained teachers in every section of the country, should look to the public schools for help in this movement for adult education.

"The community which looks upon its inhabitants as its main asset and seeks to develop this resource to its full capacity will not neglect to use the public evening school as one of the agencies for this accomplishment.

"Equalization of educational opportunity is such a big contract that it could not, in the very nature of things, be realized at once. It is an ideal for which we may ever labor and never entirely attain."

Adults among the whites who have taken advantage of opportunities offered in the Central Night School, the Fulton Bag and Smith-Hughes night classes total 2,600. The negroes are showing up in even greater number. The colored night schools show an enrollment of 4,900, of whom 2,449 come under the operation of the Smith-Hughes law.

Atlanta has reason to be gratified at this record for adult enrollment. Interest in this phase of education is a sign of truly democratic consciousness.

How and Why the Chatham County Teachers Association Affiliated

About twelve years ago an attempt was made by some of the teachers of Savannah, Ga., to form an organization. The effort failed because of a very determined opposition by the administration. Because of the very unhappy experiences of the leaders of this first attempt there was for several years no definite effort made to renew the undertaking.

Three years ago when there was a change in the administration, the teachers began at once to discuss the advisability of an organization. Our new superintendent, who had been for a number of years a principal in our system, was not opposed to the idea. Indeed he even took the initiative in calling the first meeting to consider the matter. After the necessary preliminary steps a permanent organization was soon formed and officers chosen. The writer

was elected as the first president of the organization, to be known as the Chatham County Teachers Association.

OF, BY AND FOR TEACHERS

One principle was firmly established in the very beginning: ours was to be an organization of the teachers, by the teachers and for the teachers. Our temporary committee on organization had a most difficult task. There were those who felt that we should organize as a local of the American Federation of Teachers. Others feared that the affiliation with the A. F. of T. might alienate some of our teachers who were opposed to any connection with labor. In one of our first meetings the association voted to defer action on the adoption of a constitution pending an address by Miss Mary C. Barker,

president of the American Federation, whose assistance was secured through the kind offices of the president of the Savannah Trades and Labor Assembly. Miss Barker made a pleasing impression on our teachers, but at a subsequent meeting the Association voted to postpone for one year the consideration of affiliation with any other organization. This action was prompted by the feeling that what we needed first was to sell the idea of the union to the teachers, and while perfecting our organization study the question of affiliation.

During the first two years our membership comprised about 90 per cent of our teachers. The first year was spent largely in developing the machinery of the organization. The second year we brought before our teachers some of the outstanding lecturers of America.

MORE VITAL ORGANIZATION NEEDED

While we had fairly well perfected our organization, some of us felt that we had not accomplished much in a tangible way for the teachers. The feeling had grown that we needed an organization that is a vital working force. About a year ago the writer in a visit to Atlanta had the good fortune to come in more intimate touch with the working of the Atlanta Public School Teachers Association and was convinced that affiliation with the A. F. of T. had added effectiveness to that organization. Since then some of us have talked affiliation whenever opportunity afforded.

In November, through the kind offices of Mr. James P. Barron, president of the Atlanta Public School Teachers Association, it was arranged to have Mrs. Florence C. Hanson, Secretary of the American Federation of Teachers, visit Savannah and address our teachers on the subject of affiliation. Mrs. Hanson and Vice President W. J. Scott of Atlanta visited us in December. Unfortunately, the day they arrived schools were closed on account of the "flu." Many teachers were ill and others thought the special meeting had been called off. In spite of the heroic efforts of our officers to secure a representative attendance, not more than fifteen per cent of our teachers were present. Mrs. Hanson certainly sold the Federation idea to those present, and Mr. Scott gave valuable information on the value of the Federation to the Atlanta organization. While some wanted to apply for a charter at once, it was thought best, on account of the limited attendance, to set the

January meeting as the time for definitely determining the matter of affiliation. In the meantime, literature was provided every teacher. Particularly effective with some of our leading teachers were the articles on organization by Professor John Dewey. At the January meeting the matter was fully discussed, and the motion to apply for charter was carried by a majority of three to one. Most of those voting against the proposition indicated that they could advance no valid argument against affiliation, but had not had time to give the matter sufficient consideration. It was particularly noticeable that a decided majority of the principals and leading teachers were definitely and positively committed to the idea of affiliation.

REMARKABLE SPIRIT OF LOYALTY

Since the question of affiliation has been settled there has been a remarkable spirit of loyalty on the part of our teachers. The fears of great loss in membership have not been realized. At present more than 80 per cent of the former membership have paid dues in the new local, and there is a very positive conviction that the association with its new alignment will function more effectively in the interest of teachers. Under the able leadership of our president, Miss Caroline Miller, we are making what we believe is an effective beginning of a sound retirement system.

To the question as to why we affiliated, the one answer has been, "We wanted a stronger organization, with a broader connection, one that would enable us more effectively to accomplish those objectives for which we in our united efforts are striving." We feel that our association is stronger than ever before, and that the program of the American Federation of Teachers sets a goal worthy of our utmost endeavors. We feel especially impelled to acknowledge our indebtedness to Mr. James P. Barron, former president of the Atlanta Public School Teachers Association; Miss Mary C. Barker, president of the American Federation of Teachers; Mr. W. J. Scott, vice-president, and Mrs. Florence C. Hanson, secretary-treasurer, for their valuable assistance in bringing to us the advantages of the Federation.

I. J. GAINES,

Formerly President Chatham County (Ga.) Teachers Association.

The National Conference of Social Work meets in San Francisco, June 26 to July 3, 1929. Plan to go.

Modern Trends in Education

Like Dickens' character, *Oliver Twist*, present day education is demanding "more." Education has escaped from old-time restrictions and is reaching out into neglected, if not forbidden, fields. At one end of the scale effort is being put forth to turn the interests, energies and abilities of our little tots into useful channels so that right habits may be formed and right attitudes toward others may be established. To this end we have organized in many places nursery schools training children too young for the kindergarten where directed play activities are used to help make good future citizens, the principle being to "catch 'em young."

At the other end of the scale great stress is being given to the education of our adults. This is in no wise confined to those among our population who have been so unfortunate as to have missed an education in their youth, but extends to all men and women who have the time and a desire for further training and the field is limitless. From the evening schools where adults are taught the rudiments of our common school branches the possibilities extend to our college and universities in many of which credits toward a degree may be earned through correspondence work. Some additional work in classes at the college is required. This usually amounts to about one-third of the credits required for graduation. While these courses may be used for graduation credit, their greatest value is to the person who needs training in some special line of work, such as art, history, literature, science, agriculture, or the like, and has not the opportunity to get this training in the classroom.

THE WILL TO IMPROVE

In between these two extremes are possibilities for all manner of special training. Various crafts maintain schools, some independently and some in conjunction with the public schools, where apprentices are required to take work which will improve them in the practice of their trade. Public night schools offer a similar opportunity to employed men and women. In a word, the essential element in this trend in modern education is a will to improve oneself.

Another trend in modern education has been the assumption of much of the training that was once given in the home. A number of factors enter into this problem, prominent among which is the economic demand that many mothers become wage-earn-

ers. This has left children without guidance in early life and without anyone to whom they might go with problems of right and wrong. With some children the chief wrong is in getting caught. Witness the experience of one of my friends. She was a teacher. One morning a little girl and a little boy came to her desk before school started. Said the little girl, "Teacher, we were going to bring you some flowers, but the lady came out before we could get them." The harm was in getting caught, not in taking another's property.

A LARGER RETURN ON MONEY

Compulsory education is another factor and has compelled to remain in school children who formerly could have been earning a wage. Some parents resent this interference with their plans and their attitude is reflected in their children. In such case the task of the school is to sell education to the child by vocational opportunities and other appeals to his interests.

The public is demanding better buildings, better equipment, and better teaching; the schools are demanding better teacher-preparation to serve these better buildings and equipment, and the teachers are demanding compensation commensurate with the outlay of time, effort and money necessary for this better training.

A natural corollary to this campaign of betterment is a demand for a more extended use of school buildings and equipment for school purposes. This extended use would be equivalent to a larger return on the money invested in buildings, grounds and equipment.

F. A. WOODWARD, *Principal,*
Gordon Junior High School,
Washington D. C., Local 198.

AN INTER-AMERICAN EDUCATION FEDERATION PROPOSED

Mr. Uel W. Lamkin, president of the National Education Association, has sent invitations to the ministers of education in the Latin-American countries to join in an informal conference, to be held in Atlanta at the time of the national convention, for the purpose of organizing an Inter-American Education Association.

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This number of THE AMERICAN TEACHER is issued as the Southern Number. The following locals participated in its publication: Washington 8, 27 and 198; Memphis 52, Atlanta 89, and Charleston 207.

WOMEN MUST ORGANIZE, SAYS LEADING ACTRESS

"Women wage workers must organize to secure justice," said Miss Edith Taliaferro, leading theatrical star, in an interview published in *The Minneapolis Labor Review*.

Miss Taliaferro is a member of Actors' Equity Association, affiliated to A. F. of L., but she does not permit her art to interfere with trade union activity. She was on the picket line during the Equity strike, in New York City two years ago, and aided actors and actresses in establishing just conditions.

"I can't understand women who work for pitifully low wages and yet for some reason feel that trade unions are beneath them," said Miss Taliaferro. "Women who work will find they are far more respected and looked up to when they become union members.

"We found it so in the theatrical profession. Certainly we receive far more consideration than before we joined the A. F. of L."

"BRAIN" AND "HAND" LABOR

Where is the distinction between brain and hand labor, so often referred to by unthinking persons?

Are hands useless to the surgeon, the architect, artist, sculptor, or office man?

Are brains unnecessary to the man in overalls, be he operating a machine, sailing a ship or building a fence?

Labor is impossible without co-ordination of brain and hand. While the degree of co-ordination may vary, the principle remains.

The attempt to set so-called "brain" labor apart from so-called "hand" labor is an echo of bygone days when work was considered degrading.

The term "brain" labor appears to be an apology in an age that exalts all labor, while the term "hand" labor assumes that brain power is not needed where hands are soiled.

"There are three major remedies that may be applied: ratification of the proposed Child Labor Amendment authorizing Congress to enact child labor regulatory legislation; strengthening the provisions and the enforcement of state child labor laws; and better compulsory school attendance laws. No one of these methods excludes the other two. Simultaneous progress by the three routes would hasten the end of child labor."—*American Federationist*.

EDUCATIONAL CENTER ESTABLISHED AT GENEVA

The International Bureau of Education has established at Geneva a center to give information pertaining to educational matters in various countries and also instruction on how to carry out the recommendations of the sub-committee of experts appointed by the International Committee on Intellectual Co-operation. A special course for teachers was held from August 20 to September 1, between 60 and 70 members registering—mostly teachers from central Europe, with a sprinkling from the British Empire and one American, Miss Sharkey, from the University of North Carolina.

The group was interested in American educational methods and Miss Eleanor M. Wolfe, Educational Secretary for Greater New York of the League of Nations Non-Partisan Association, gave a talk outlining the educational policy of the Association.

Miss Wolfe, in collaboration with Mrs. Frederick H. Whitin, Director of the American Committee, also set up an exhibit of the work of the League of Nations Non-Partisan Association among the other exhibits of organizations of various countries.

According to a plan submitted by Prof. Stephen P. Duggan and adopted by the International Committee on Intellectual Co-operation, and subject to the approval of the Assembly, the Secretariat of the League will issue short articles immediately following each Council meeting, dealing with the various activities of the League, these articles to be sent to the chief educational reviews throughout the world.—*League of Nations News*.

TEACHERS PENSION NEAR.

ST. LOUIS.—(FP)—A resolution backed by labor, for a constitutional amendment enabling the St. Louis school board to institute a teachers pension and retirement system has been favorably reported to the Missouri general assembly.

EQUAL PAY.

NEW ORLEANS.—(FP)—Equalization of wages for both men and women teachers was pledged by the Orleans parish school board in a resolution effective in September.

We do not say that it cannot be done without us but that it can be done more easily and more quickly with us.

VITAL PROBLEMS TO BE DISCUSSED AT MEETING

The relation of mental hygiene to our schools, problems to be solved jointly by the juvenile courts and the schools, and the attitude of teachers toward problem behavior are some of the topics to be discussed before the National Conference of Social Work, which will hold its fifty-sixth annual meeting at San Francisco, June 26 to July 3. Several thousand people interested in all phases of social work will attend the gathering.

Among the speakers are: William B. Munro of Harvard, Miriam Van Waters, referee of the Los Angeles Juvenile Court; Grace Abbott, chief of the United States Children's Bureau; Dr. Sheldon Glueck, of the Harvard Law School, and Porter R. Lee, director of the New York School of Social Work and president of the Conference.

With the co-operation of over thirty organizations in various fields of social, educational and health work, a consultation service has been planned, through which appointments may be made in advance of the Conference period. Several hundred experts will be available to give the benefit of their training and experience in talking over local problems with those who attend the Conference.

Information about the Conference may be secured from the office of the Conference at 277 East Long Street, Columbus, Ohio. All railroads offer tourist rates, adequate hotel space has been assured, and the meetings are open to any who wish to attend.

"EQUAL RIGHTS" PLAN WOULD INJURE WOMEN

Washington.—The proposed "equal rights" amendment to the Constitution would prove injurious to wage-working women, said William Green, president A. F. of L., in a letter to a sub-committee of the Senate Judiciary Committee.

The amendment, urged by a small group of well-to-do feminists, provides:

"Men and women shall have equal rights throughout the United States and all places subject to its jurisdiction."

The adoption of this amendment would "cause more inequality than now exists between men and women," said President Green.

I do not think much of a man who is not wiser than he was yesterday.—*Abraham Lincoln*.

Academic Freedom at Pittsburgh

"Pitt Fires Three in Liberal Row"—so screamed the headlines of the Pittsburgh papers late afternoon of May 2, and the cry was taken up all over the country the following day.

Frederick E. Woltman, graduate assistant in the department of philosophy and secretary of the Pittsburgh branch of the American Civil Liberties Union, William Albertson, sophomore president of the University's Liberal Club, and Arthur McDowell, freshman member of the club's executive committee, were those to feel the axe.

The official announcement of the University authorities stated that Albertson and McDowell were to go because of their Liberal Club activities and gave no reason for the separation of Woltman. Inasmuch as the latter had no connection with the Liberal Club as such, it is generally assumed that the action taken against him is the result of embarrassment caused the powers that be by his activity in the Civil Liberties Union and generally in behalf of civil liberty in the dark state of Pennsylvania.

The expulsion of the two Liberal Club members came as a climax to the struggle that had been raging for nearly two weeks between the reactionary Bowman administration of the "Coal and Steel Baron U" on the one hand and the Liberal Club and its supporters on the other.

An April 14th, having secured the approval of the faculty advisers to a Mooney-Billings meeting (Speakers: Albertson, McDowell and Mike Harrison of the International Labor Defense), the Executive Committee of the Liberal Club procured a room-permit for the meeting from the office of the registrar.

April 18th handbills advertising the meeting arrived on the campus for distribution, reading in part as follows: "Big Student Meeting to Demand the Unconditional Release of Mooney and Billings."

That afternoon the registrar, under instructions from the dean of men, made frantic but unsuccessful efforts to recover the permit. Special delivery letters were then sent to Albertson and McDowell, requesting their presence at Dean Armstrong's office at 3:30 the following Monday afternoon (the hour of the meeting).

The members talked over the administration's opposition to the meeting and decided to go ahead anyway. They also decided to make a last attempt

to procure Harry Elmer Barnes of Smith College to address the meeting. Securing Barnes was a master-stroke on the part of the club—as will shortly be seen.

Monday, April 22nd, the meeting assembled in front of the appointed room, only to find the entrance barred by the burly form of William Daufenbach, former prison employe and now assistant to the dean of men. The meeting adjourned to the steps of Thaw Hall out on the campus and opened with Albertson introducing Professor P. W. Whiting of the Zoology Department (faculty adviser to the club) as chairman, and then excusing himself in order to keep his engagement with Dean Armbruster. Whiting had introduced Dr. Barnes and the latter had just commenced his address when Daufenbach appeared on the scene, accompanied by the dean. This time the meeting was ordered off University property. The assemblage, gaining in size and enthusiasm, repaired to a parking lot across the street, where Dr. Barnes mounted the running board of a car and proceeded with his talk. The rest of the meeting was run off without interruption, Mike Harrison making the significant distinction between a gathering of this kind and a similar gathering of miners by pointing out that none of the students had been run down by mounted Cossacks nor had their heads been broken by the clubs of hired thugs, sometimes known as Coal and Iron Police.

Meanwhile Albertson and McDowell were in the office of the dean, "in conference." The "conference" took the form of an ultimatum handed down by J. Steele Gow, executive secretary of the University, "if the Liberal Club persists in such activity it will be dissolved and the members persisting will be expelled."

The fact that the internationally famous sociologist and historian had been run off the campus of one of the country's large universities insured the episode reams of publicity. News columns throughout the nation took up the story, and editors from all sides commented scathingly upon the action of the administration. Doubtless the authorities squirmed in their collars. At any rate, on Wednesday, April 24, they informed Albertson that the "official permission of the Liberal Club to function as an activity of the University of Pittsburgh has been revoked."

An off-campus meeting of the club was held that afternoon and a resolution condemning the action of the University passed. It was further decided to continue the club as a University activity, and to that end a meeting was scheduled for Alumni Hall at noon the following Friday. This Friday meeting passed a resolution condemning the inaccurate handling of the affair by the Pitt Weekly and adjourned after it had been repeatedly and heatedly commanded to do so by Armbruster and Daufenbach.

Thursday afternoon, May 2, Gow informed Albertson and McDowell that they had been expelled from the University, expulsion to take effect immediately. They were further informed that the reason for their dismissal was the part that they had played in Liberal Club activities.

That same day Woltman was made aware of his retirement, without any reason being given him.

THE PLIGHT OF ACADEMIC FREEDOM

These official actions of the University serve to throw a much-needed spotlight on the administration and the plight of "academic freedom" there.

It was preceded by a number of unofficial acts and bits of "friendly advice," etc. Some of the more important ones follow:

1. In 1927 a professor in the Economics Department was scheduled to talk over the radio during the University's weekly hour, on the Pennsylvania Tax Commission. The University budget was before the Legislature at that time. At the last moment the talk was canceled, and one on "Abraham Lincoln" substituted. (The speeches of members of the faculty over the radio must be O. K.'d by the administration before being delivered.)

2. Colston E. Warne and William L. Nunn, both of the Economics Department, were "advised" to withdraw from teaching at the Pittsburgh Labor College. They withdrew. (In this connection it is only fair to the profession to state that William E. Chalmers, also of the Economics Department, aware of their reasons for quitting, is at present conducting a weekly class at the Labor College.)

3. In May, 1928, Dr. Lundberg of the Sociology Department resigned from the advisory committee of the Liberal Club, stating in part, "It appears . . . that the faculty advisers are in reality a board of censors through which the administration wishes to protect the students against new and, in its opinion, dangerous ideas." (The advisory committee is appointed by the administration.)

4. In the Fall of 1928, the local branch of the American Civil Liberties Union was formally organized, with Woltman as secretary. The coal strike and other events gave the occasion for so many suppressions of civil liberties in western Pennsylvania that Woltman's name was constantly in the press, issuing statements and protests on behalf of the newly organized branch. From the start the faculty members of the Executive Committee of the branch were under the strict surveillance of the authorities. Even before this, Dr. Warne had been censured for addressing a public luncheon on "The Coal Strike," and requested to refrain from further public activities.

5. The December, 1928, issue of *The American Mercury* contained an article entitled "Cossacks," by Woltman and Nunn. It treated of state police activities during the coal strike. On December 3 Woltman was called to the office of the executive secretary of the University. The following excerpts are taken from notes which Woltman made on his interview there. (Nunn was also called on to be present, but was out of town.)

DEPENDS ON WEALTH

"Gow called me in and began by saying that Nunn and I had caused the University a very great amount of embarrassment. He proceeded to tell me that shortly after the *Mercury* appeared, he and the chancellor received telephone calls from preachers and members of the board of trustees, protesting vigorously. . . .

"He said that the trustees met to consider the matter and insisted that the University issue a statement praising the institutions which we had criticized. This, he stated, was of course, not the thing for the University to do.

"So the administration had to show the trustees that the University did not back the sentiments expressed in the article, but rather that they came from individual members of the faculty. In addition, he stated that 'we' had to make a hurried trip to Harrisburg to placate the Governor, who had become quite angry over the article, so as not to lose the state appropriation. . . .

"Dean Sieg pointed out in another interview that the chancellor depends on wealth for financing the Cathedral of Learning and for running the University and that he cannot permit anything to happen which might antagonize these wealthy interests or individuals. He was very frank in discussing this

situation and approached it as a very practical matter, admitting that it was unfortunate that universities should thus be tied down.

"Dean Sieg said that when the Governor read the *Mercury* article he became 'mad as a hornet.' I expressed surprise that the Governor should be affected at all, especially since we did not even mention him or refer indirectly to him. We agreed that it was my discussion of the state police that had irked him. The University, said the dean, was afraid of having its whole appropriation cut off by Governor Fisher. It was a matter of 'bread and butter' to the University, he said, a question of its very life, and would affect the livelihood of the four hundred professors on its faculty. It was a practical question, not an academic one.

"As it was, he said, the Governor would probably cut down on the appropriation, explaining that Pennsylvania has the law giving the Governor power to reduce but not increase appropriations of the legislature.

"'We can get anything we want from the legislature through the machine,' he informed me, 'but we are completely at the mercy of the governor.' It was outrageous, he said, that any one man should have so much power to wield according to his own interests, but such was the situation, and the only thing the University could do about it was to win his good will."

6. Also in December, 1928, the Liberal Club sponsored Scott Nearing in a series of five lectures at the nearby Y. M. & W. H. A. Advertisement of the lectures was taken down from the University bulletin board three days after it had been placed there with official sanction. It is reliably reported that the administration made efforts to have the use of the hall withdrawn, but fortunately a deposit had been made and the lectures were held.

AS STRIKE BREAKERS

7. Arthur Garfield Hays was scheduled to address the Liberal Club in February of this year on "The Denial of Civil Liberties in Pennsylvania." A copy of the handbill was submitted to the administration before being distributed (such censorship is an absolute requirement) and it was permitted to be passed out only after the deletion from the bill of the word "denial." (Something of a denial in itself.)

8. Like most universities, Pitt maintains an employment bureau for the aid of students anxious to

earn part of their college expenses. In April of this year the bureau sent a group of students to work as stuffers in the pressroom of one of Pittsburgh's dailies, without informing them that there was a strike going on and that they were being used as scabs. The Liberal Club, hearing of this, passed a resolution strenuously denouncing this action on the part of the bureau. A few days later the Liberal Club's leaders were officially informed that the actions of the administration were none of the affairs of the Liberal Club.

May 4 the Pittsburgh papers carried the story that the Governor had signed a bill giving the University \$200,000 more than it had ever received from the state before. The increased appropriation, it was explained, was "to carry out the institution's building program."

STUDENT PUBLICATION CENSORED

Various other conditions at the University require mention. Prominent among them is the fact that the editor of *The Pitt Weekly* (a student publication) is appointed by the administration as responsible to and removable by it. All material must be approved by the administration before publication. (In this connection, it is reliably reported that when candidates for editorships for the coming year were quizzed by an administration official some ten days ago, one of the questions asked them was what their attitude would be in the event of a situation arising similar to the recent Liberal Club episode. Needless to say the right man was chosen.)

All candidates for the Student Council must be approved by the administration before their names appear on the ballot. A representative of the administration, usually the dean of men, is present at all meetings.

Contracts for professors and instructors are not given out until the end of the school year and are in the great majority of cases for one year only. There are no faculty meetings at the University. The faculty is not consulted on matters of policy.

Mandamus proceedings have been instituted by the national committee of the American Civil Liberties Union to get the two Liberal Club members reinstated. The action is based on a regulation of the University stating that statement of definite charges, a hearing and a vote of the faculty are required for expulsion.

Woltman, practically deserted by his colleagues on the University faculty (even those that were,

from the executive committee of the A. C. L. U., urging him on), plans to abandon teaching and enter the newspaper field in New York. A feeble petition protesting his dismissal is being more feebly circulated with most feeble results—and a move is reported to get the American Association of University Professors to investigate the case.

Is there any free speech issue at the University of Pittsburgh? This question has been authoritatively answered. Chancellor Bowman, in his statement accompanying the expulsions, said, "No issue of the freedom of speech is involved."

JOSEPH DALLET, JR.

JOHN DEWEY AT THE N. E. A. IN CLEVELAND

One of the chief sensations of the speaking program was the appearance of John Dewey on the general program. Every one, it seemed, tried to get into that session, and all were set to do him honor. When he arose to speak he received an ovation and the vast audience of nearly 10,000 arose as to a man as they cheered. He was the only man to get such a reception. It was quite evident that many in that great audience had come only to hear him, for about half of the audience left at the end of his speech, even though the session was only about one-half finished.—*Chicago Principals Club Reporter.*

Memphis Teachers Association Disability Group Insurance

In the month of April, 1928, the president of the Memphis Teachers Association appointed a committee to investigate group disability insurance for its members.

A great deal of time was spent by the committee during vacation and early fall in making a comparative study of both individual and group contracts. Much time was also consumed in ascertaining reliable information relative to the operative policy and service rendered by companies writing group insurance.

None of the contracts presented for consideration, either voluntarily or by solicitation, met with the entire approval of the committee. Therefore they decided to draft such *articles of insurance* as they deemed essential for complete protection and to seek a company that would issue the desired contract.

In the interest of safety and service, the chief constituents of any investment, careful consideration was given to:

First, the financial responsibility of the company.

Second, the history of the company in regard to the settlement of its claims.

Third, the policy of the company's local branch with especial reference to the claim department.

There were many discouragements. The committee was repeatedly advised that its demands were too exacting; that so broad a contract could not be written. However, after much arduous work, per-

severance and determination, the *articles of protection* were agreed to.

This was good news, but the task was not yet complete. Of equal importance was the cost of coverage. That the premium be within the means of the average teacher was imperative. Maximum protection at minimum cost became the objective. Consequently, financial perplexities arose which entailed sundry calculations before the premium rate was fixed.

On November 1 the proposed contract was submitted to the Association in executive session. It was unanimously approved.

That 75 per cent of those eligible make application before any insurance under the policy would become effective was required. Hence the directors—one in each building—cheerfully and efficiently did all in their power to encourage applications; the committee sent out a series of sales letters, and the company, through its agents, gave excellent co-operation. Results soon became evident and the required number of applications was obtained.

On December 4 the contract was issued granting immediate protection. This was quite fortunate, as Memphis was then in the grip of the "flu," and some of the assured were already ill.

To date, April 5, about seventy-five claims have been filed. Each claim has been given prompt attention and settled with perfect satisfaction to the assured.

ALGA REEVES, *Chairman,*
Group Insurance Committee.

Local 27 Outlines a Definite Program of Effort

We are delighted to greet our fellow craftsmen through our very fearless and effective organ, *THE AMERICAN TEACHER*. We realize that for a long time to come our work must be one of education to the significance of the labor movement and to the movement for professional freedom among teachers.

Wise business men of today attempt to know their field of operation thoroughly and by the making of careful surveys to supply those things which are in demand.

A part of the effort of Local 27 has been directed to finding its chief needs. One of our workers, Charles M. Thomas, has analyzed the situation and so succinctly stated to the Union some of the general needs of Washington teachers that we have adopted a statement of aims and outlined a program which we are following. We are not without success in arousing much criticism born of misunderstanding, and some interest and enthusiasm.

We hold that teachers must know other workers of the community;

That the establishment of a system of kindly co-operation with school administrations which includes every constructive criticism of which there is need is the way to the surest success in teacher welfare.

Local 27 is keenly sensitive to the great truth that it is a part of a great army of Negro teachers to whom is entrusted the education of the group. We are keenly aware that we must take all that the world of education can offer in the way of knowledge and of method and that we must adapt and use this rich heritage to meet the needs of our group. We realize that much research, much patient study, much high consecration must be given to this task.

For some time we have been attempting to show to Negro boys and girls, for their inspiration, the part taken in the world's history by the great black race which has proved a large measure of fitness by the mere fact of survival. We have endeavored to get these facts before all American citizens for their information. Local 27 rejoices to announce to the American Federation of Teachers that Negro boys and girls now know much of their own history as a matter of course, and are increasingly taking pride, not only in *knowing*, but in *creating* Negro history. Congress has this year crystalized the desire of forward-looking Negroes by appropriating money to establish in Washington a memorial building for

Negro soldiers which will serve also as a hall of records for Negro achievements.

We have determined upon the formation of a "code of professional ethics" for ourselves.

We have determined to honor teachers in all stages of their lives and to do all we can to enhance their professional prestige. This year we had the happiness of sending a letter of congratulation to one of our number, Miss Emma B. Smith, who had served for forty-eight years in the Birney School Community of Washington, D. C.

The citizens of that community tendered her a testimonial reception which was attended by more than eight hundred citizens in all walks of life.

Local 27 appeals to the American Federation of Teachers to teach future American citizens to permit the high ideals of the dignity and value of labor to transcend all prejudice and to help make all workers feel a part of one great fellowship of struggle to attain just rewards.

A GUIDANCE PROGRAM MAPPED

Miss E. R. Clarke, teacher at the Randall Junior High School of Washington, D. C., has mapped out a very thorough course in Guidance for junior high school pupils. This contains helpful suggestions along the line of vocational, educational and moral guidance. A very helpful departure in Miss Clark's outline consists in the featuring of worthy members of the school system and of local institutions as examples for the pupils to follow.

She has made a very convincing study of the opportunities afforded by each department of the junior high school system.

Miss Clarke devotes much time and thought to ethical guidance and places much value on the silent influences of pictures and books upon children's lives. She also shows how it is possible to give pupils opportunities to exercise the control over themselves necessary to the development of strong character.

After a winter of stolid resistance to indifference, active opposition and distracting influences, Local 27 is at this time able to report what seems the beginning of a renaissance in the work of the professional organization of the teacher.

MARY MASON JONES, *President*.

WALTER L. BROWNE, *Vice-President*.

MARY H. ADDISON, *Secretary*.

ELEANOR ROBINSON LEE, *Treasurer*.

The Turn of the Tide in Technical Education

That history repeats itself is a trite remark; but it is nevertheless true, as many instances illustrate convincingly.

In the realm of corporation law there have been repeated efforts to upbuild a system and code that would restrain the passions of mankind when inflamed by the lust for war and by international complications. Such efforts have shown themselves futile; and in no instance more forcibly than in the World War. In the presence of armies and fleets the learned theories and restraining systems so painstakingly compiled by international jurists fell to pieces like a house of cards, "leaving not a rack behind."

The prestige of international law suffered accordingly; and while some of its exponents were busy, ant-like, in rebuilding their destroyed structure, the world at large saw that theory must yield to practical things when opposed to each other in actual contact. Accordingly, the Pact of Paris has been evolved to do away with war as a diplomatic instrument; and by removing the offensive act, to negative the plea of self-defense as an excuse for the appeal to arms.

The analogy between this phase of international law and the present condition of education in its higher realms is not so far-fetched as might at first sight appear. For numerous generations, particularly in America, the right to engage in study for one of the learned professions was predicated upon possessing a diploma, and this in turn rested upon no firmer foundation than preparation in country schools or at best in the high schools as developed in the various cities. The result was not satisfying. Each of the professions, notably medicine and law, became filled with persons of whom at least a large minority had never received the mental training which is the necessary prerequisite for properly taking up the tech-

nical instruction a learned profession demands. In order to remove this impeachment and to move up the professions to a plane where they were measurably near to the high standard required in the corresponding educational strata of Europe, a general movement occurred which demanded of the incoming student a certain quantum of college education prior to his undertaking his preparation for his chosen profession. Just as the antidote for the loss of prestige of international law occurred naturally through the consent of civilized nations generally to remove from diplomacy the dominating influence of brute force, so in education the intrusion of unripe minds was prevented by requiring the severe training of college work prior to entrance therein.

Returning to our mutton, as the saying goes, it may be added that to the instructors in the professional schools the change has proven welcome and salutary. By some this change was regarded as fadism and as evidencing a desire to inject an element of super-intellectuality into education; but in practice the change has worked out satisfactorily to the instructors and presumably will be appreciated by the public when viewed from two angles:

First, the reduction in numbers in professions which are supported by the public and where only a limited number can procure a living which will support them in worthy and self-respecting measure, and

Second, by providing lawyers and doctors and other technical practitioners who are better equipped to perform the work intrusted to them.

In brief the change has justified itself. And even though it may be assumed that native talent, such as dwelt in an Abraham Lincoln, could make its mark without such prior mental training—the argument still may be advanced rather convincingly that plus such training he would have advanced to an even higher state of efficiency and deserved renown.

Democracy in Education

An educational subject, which, like Banquo's ghost, "will not down," relates to the eternal question as to the relative superiority of instruction derived from private sources and those provided by our public schools. No doubt the ideal education for all people in all lands would be to engage a teacher of high attainments and exemplary character who would de-

vote his whole time as tutor to one individual student. Such a course of unit-training may have existed in royal circles or in princely households or among the titled gentry of England during the centuries from 1500 to 1800; but the incoming tide of general education has apparently submerged this individual instruction. Even the school which is confined to the

scions of distinguished and wealthy families is suffering a gradual eclipse—in the United States, at least. A well equipped high school with experienced teachers and having behind it the authority of the state, presents, in my opinion, a means of education which is superior to the private school, no matter from what viewpoint the subject is scanned. Just as in machinery rough castings are revolved about in a "tumbler" to wear away the rough edges and to produce a smooth surface, so in the public schools the contact of one mind with another is bound to destroy conceit and egotism and the assumed sense of superiority which private schools are apt to engender and retain, even though they do not originally instil them into the individual mind of the student.

In Germany at the present time the new system of education installed under the Republic requires that *every* student shall possess a certificate showing that he has taken at least two years' training in the public schools. To this there is no exception; and even royalty must come in contact with republican principles as developed under the democratic government now in force in the place of the Empire. In brief, Germany realizes that common education breeds common sympathies and interests—and without these elements no republic can endure.

By way of comparison, the fact may be cited that

just as by the Compact of Paris negation of war is supplementing the weak element in international law, so by compact of educational institutions, requirement of a certain measure of college training is providing better material for the learned professions. Also, as our final observation, there is no substitute for the authority of Government in education. In private education, inattention and over-large self-appreciation may flourish and destroy the rounded character which the student life should develop; whereas in public school education the presence of the professional teacher clothed with authority, plus the contact of minds in daily competition, makes for better progress.

Perhaps this conclusion may not be of general application; but in America it has proven true, and we believe that Germany will benefit by similar results from the experiment of public education universally applied.

And so we close our article after enunciating no new principle. We have only sought to call attention to one of the self-evident processes which those who have eyes to see can discern in the changing world which surrounds us.

RICHARD S. HARVEY,

Professor, Post-Graduate Law,

President Washington Educational Union, Local 198.

Standardized Learning

"The standardization of learning is the curse of the world," said Mrs. Marietta Johnson during a lecture in the summer of 1920. She made further sweeping indictments of our methods of awarding degrees, credits and marks from the university down to the first grade. Before and since that time other voices, even more powerful than Mrs. Johnson's, have inveighed against the evils of standardization. Nevertheless, except for the growth and development of socialized education in our progressive schools, there has been comparatively little change in conditions.

All over the land our colleges and universities are crowded with young people and people not so young taking certain courses and abstaining from others solely according to the number of credits each offers. One needs a few more points in science and must struggle with chemistry, which he detests. Another must do battle with math or lose his coveted degree, while he might be doing brilliant work in Eng-

lish. Still another, who is in a position to pick and choose, takes as many "snap courses" as the law allows and acquires his degree with a minimum expenditure of mental effort. There is always, of course, the student whose zeal for study no arbitrary rulings or systems of credits can extinguish, but he is the exception.

UNIVERSITIES OF MIDDLE AGES

In spite of our unparalleled opportunities for acquiring the total sum of human knowledge today, we might almost wish for a return to conditions from which the earliest universities grew. During the Middle Ages these institutions were first established by the students themselves out of their great desire to learn something about certain subjects. And men who combined scholarship with the gift of teaching came at their call to impart the knowledge they desired. The university was loosely organized, but it ushered in the Golden Age of academic freedom.

The study of a subject in which one has no interest and for which he often has no future need is useless drudgery. And for the lack of learning which one greatly desired but had not the opportunity to acquire, there is no compensation. It seems that a credit-mad world is dictating to its students a policy which exalts the letter and debases the spirit of learning. Under such conditions we cannot hope for much real culture—as Albert Jay Nock puts it, "The full fruit of education—logic, lucidity, the power of independent thought, largeness of temper, sensitive good taste, strong intellectual curiosity, combined with a quick and active faculty of selection."

Descending from university to senior and junior high school, we naturally find teachers in charge who have recently or long ago, perhaps, been ground through the college mill themselves. Many, by virtue of their fine minds and independent spirits, do most effective teaching, but high schools must prepare pupils for college, and individual teachers cannot hope to overcome the tendency of the times. The pressure is too powerful. Therefore in high schools, too, we find marks and credits of paramount importance. And many students who are not "college material" enter college with high hopes, because they have, in some way, previously earned the prerequisite credits. Is it not possible that many of the nervous breakdowns, inferiority complexes and even student suicides are traceable to the false gods we are worshipping in education?

"LEADING THE CLASS"

Down the long stairway we come at last from university and college through the high schools to the elementary and primary grades. In many respects the situation is the same. With superior children their desire to "lead the class" rather than to acquire knowledge for itself is often encouraged, and the less brilliant children fall in line. The latter soon realize that they cannot hope to excel in this unequal contest, and "getting by" becomes the height of their ambition. Often any natural, normal interest they might have had in a subject is extinguished.

Each month we send home report cards, measuring, comparing and labeling the mentalities and achievements of these impressionable little beings committed to our guidance. The symbols we use—A, B, C, D, E—are supposed to approximate accuracy, but as a matter of fact there can be no exact

mark except perhaps in mathematics. That there is a wide variance in the markings of different teachers, and even of the same teacher under different circumstances, we all know. Nevertheless, the mark becomes a fetish to parents and children, and sometimes to teachers. Helen is in danger of becoming a conceited little prig because she takes home reports inscribed only with the coveted A's. Jean cries all night, her mother tells us, because she made D in writing "for using her fingers instead of the arm movement." Henry is working so hard, and it does seem unfair, his mother thinks, that he should continue "to make so many C's." Even Father sometimes enters the controversy with the urgent request that John's or Mary's mark be raised a few points, in order that he or she may "pass." Almost invariably it is the outward or visible symbol—the mark—which bothers these parents, rather than the inward and invisible state of the child's mind or his attitude to learning.

At present the little leaven which may eventually leaven the whole mass of formalized education is at work, but there is a vast amount of leavening to be done. It is working from the nursery schools, the kindergarten and the primary schools upward. There are many outstanding progressive schools today, and ever-increasing numbers of students are breathing their socialized atmosphere and acquiring their methods. In these schools there is a veritable substituting of the substance of learning for its shadow.

Perhaps in some far distant day the atmosphere and methods of the progressive school, in vastly improved form, may become universal. If and when that millennial day dawns it will not be necessary to wait for some future state of bliss to begin the fulfillment of Kipling's vision:

"But each for the joy of working, and each in his separate star
Shall paint the thing as he sees it for the God of things as they are."

In the meantime, is there anything the American Federation of Teachers can do about this degree-credit-mark business? CARLOTTA PITTMAN,

Memphis, Local 52.

The human race is divided into two classes: those who go ahead and do something, and those who sit and ask, "Why wasn't it done the other way?"—*Holmes.*

The Junior High School in Atlanta

By LAMAR JETER, *Assistant Principal of the Joseph E. Brown Junior High School, Atlanta*

Early in the year 1923, three new school buildings were begun in Atlanta. These buildings—big, beautiful, different in plan from any others in the city—were the new junior high schools. (The fourth school was housed temporarily in a makeshift building.) Late in the fall of that year 5,720 pupils between the ages of 11 and 16 pushed open the doors, surged into the buildings, and took the junior high school idea to their hearts.

Why is the junior high school so highly approved by the pupils? The reason is simple—it is planned for them, it considers them first, last and all the time, and every item of the whole program is based on the needs and activities of the 12 to 16 year-old boy and girl.

There is no age more difficult to understand and to deal with than the early adolescent age. Through this trying period every boy and girl must pass to manhood and womanhood. These are indeed the years "when a fellow needs a friend."

It is in the adolescent age that we find the average child responsive, curious, interested in everything, active, eager to share in work or play, yet all the time sensitive, restless, lacking in decision, vague, unstable. Through this complexity of emotion the child must be guided gently or the full fruitfulness of his maturity may be impaired.

SUPPLIES SPECIAL NEEDS

The junior high period is one of renewed interest. The pupil begins to look forward to adult life. He needs a treatment wholly different from that of the elementary or senior high pupil; he needs a special curriculum considering his tastes, needs and individual differences; he needs to be in a building apart from pupils of other ages, a building especially adapted to his needs. He needs a life brimful of new interests. These things the Atlanta junior high school system offers.

In the junior high school the program provides for the teaching of the fundamental subjects, for a guidance program and for an activities program. In every plan, the needs, interests and individual differences of the children are considered.

FUNDAMENTALS REQUIRED

In Atlanta, every junior high pupil is required to take the fundamental subjects, English, math, sci-

ence, social science. Besides these, there are household arts, shops, Latin and commercial subjects. These last we call "try-out" courses and no attempt is made to turn out finished bookkeepers, seamstresses or electricians. The aim of these courses is to give the pupil an opportunity to try his hand at many kinds of work. Such a plan helps a pupil to discover his taste and skill and may save him from wasting time later on trying to learn a business for which he has no aptitude.

The guidance program in Atlanta is planned to help the pupil who needs advice about his choice of senior high, of college or maybe of his life work. The home teacher is the chief counsellor. He studies the likes, abilities, interests, of each pupil as an individual, not merely as a member of a group. With this knowledge, the teacher is ready to assist the pupil in making his decisions as to his future work and study.

STUDENT ACTIVITIES STRESSED

Our activities program is often condemned because it is not understood. The junior high boys and girls are just at the age when they must belong to one club or to several. In previous years, this club spirit resulted in a half-hearted sewing club for girls or a hiking club for boys, which, sometimes, since it had no leader and no definite plan, degenerated into a gang with a gang spirit.

In the junior high school the pupil may join one of a score of clubs. Thus his club spirit is satisfied, while his club activities are worth while and well supervised.

FAIR CHANCE NEEDED

It is rather hard to confess that even though Atlanta has a junior high system, she has never been able to carry on a full junior high program. For five years the junior highs have struggled to "carry on" hampered by large classes, inadequate quarters, an insufficient number of teachers. Add to this, double session, portables, insufficient equipment, no cafeterias, no auditoriums, no gymnasiums—and you will say with us, "Atlanta has never had a real junior high."

Just recently, so recently that the newness has not worn off, the crowded junior highs took over the new wings just added to the old building.

"Now," they said joyfully, "we shall have room to stretch." But alas! While the buildings have been so long delayed, the student bodies have increased from year to year, so now the new buildings are none too large. "And now," also said the junior highs, "we can have our clubs, our auditorium meetings, and hot lunch in the cafeteria." But at this critical moment, the rapidly diminishing school moneys vanished entirely, and we are left with a new auditorium, but no seats; a cafeteria, but no equipment; a club program, but teachers already too laden to attempt an added burden. Now the question comes, "what shall we do?" That, Atlanta, is your problem! Shall we go on with a well planned organization, teachers eager to work out the project, children delighting in their taste of junior high life, or shall we give it up before it is half tried?

SCHOLARSHIP ABOVE AVERAGE

Modern education, through its hundreds of standardized tests, has provided a tangible measuring rod for all types of school work. Let us see how the Atlanta junior high schools measure up to the average for the country. In a recent Tressler English test, the results showed the 8-B pupils of the junior high schools up to the average of the country, and above the average in grammar and vocabulary. This was also true of the 9-B pupils. On January 11, of this year, there was a city-wide spelling test. The 8-A's were only .9 below average, and the 9-B's and 9-A's were 7 and 10 points, respectively, above average.

General scholarship records in Atlanta show that pupils who have been three years in junior high are far above the average and show a steady improvement.

To hold pupils in school after the eighth grade has ever been a problem. It is easier now, and our senior highs are crowded with the promotions from the junior highs, who slip naturally from the ninth grade into the tenth. The break is infinitesimal.

The longer a pupil stays in school the better able he is to take his place in the world, the better citizen he will make. Sometimes, however, for economic reasons, a pupil must go to work at the end of his junior high course. How much better he is prepared for life than he would have been, with his junior high training in scholarship, in leadership, in citizenship.

The junior high in Atlanta is but a child in the educational system. It is not grown, but growing. In his recent address before the National Education Association, President Boynton says of the American public school: "It is not fixed, static, unchanging, it is a growth reflecting the growth, the prosperity, the changing social, domestic and economic arrangements of the national life—it mirrors the national ideals, prosperity and aspirations."

This the Atlanta junior highs can do and want to do, but they must have the full, whole-hearted support and sympathetic understanding, not only of its patrons, but of those other citizens who love Atlanta and the boys and girls who are Atlanta's greatest asset.

Ninth Annual Conference of the Progressive Education Association

The Ninth Annual Conference of the Progressive Education Association was held in St. Louis on February 21, 22 and 23. Almost two hundred delegates were in attendance, exclusive of the contingent from St. Louis and immediate vicinity.

The main discussions of the conference were devoted to the methods, progress and achievements in the new education in secondary schools.

Five sessions in all were held, including a dinner meeting with addresses. In addition, a reception was given to the delegates at Washington University. The management of the conference was excellent

on the whole. The courtesy of St. Louis and its representatives was gracious, and ample opportunity was afforded for those personal contacts which form so valuable a part of such a conference. The participation of many public school teachers and principals was significant. Progressive education is no longer viewed by the public school system as an adversary, or outside factor. Many public school principals pointed with pride to the progressive innovations within their schools.

MUST TEACH GROWTH AND FREEDOM

The two high spots of the conference were the

dinner meeting and the opening address by Dr. Alexander Meiklejohn of Wisconsin University. Dr. Meiklejohn chose as his thesis the corollary of that chosen by Professor John Dewey the previous year. Professor Dewey had made a plea for freedom in method of teaching. Dr. Meiklejohn made a plea for freedom in content. "We must teach growth and freedom," he said, "but in order to teach them, we must be grappling with them all our lives. Our only enemy is the mind which would stifle inquiry." Dr. Meiklejohn stressed the importance of the teacher's knowing what he is teaching for, and suggested that he or she could best teach freedom by practicing it. Dr. Meiklejohn asserted his belief in growth and freedom as the proper characteristics of an individual, and his conviction that the progressive teacher truly desires and permits his students to become powerful and self-respecting; in other words, he has respect for the human individual.

The speakers at the dinner meeting were Dr. Paul L. Dengler, director of the Austro-American Institute of Vienna, and Dr. Rollo Walter-Brown.

Dr. Dengler described the educational situation in the old and new Austria. His excellent command of English, his evident sincerity, his alive personality and unusual charm added immeasurably to the very interesting content of his speech.

Dr. Brown made a plea for the "creative personalities." That America needs them most urgently, and that our modern life tends to stifle the creative instinct, was his contention. He insisted upon some regard being paid to the needs of genius. "It cannot always be judged by our modern efficiency standards," he said, "but the product of the artist and creator is the ultimate test of his value."

In connection with the conference a very interesting exhibit of handwork was displayed from about forty progressive schools in various parts of the United States.

Manumit School was one of those schools which sent an exhibit to the conference.

NELLIE M. SEEDS,
Director, Manumit School.

Kindergartens in Atlanta

By MARGIE L. WEBSTER, *Spring Street School, Atlanta*

Atlanta took a step forward, in 1922, when she took over the two kindergartens, Spring and Kirkwood, which were housed in the public school buildings, but were financed by the P. T. A. of those schools. The enrollment in these two classes was 113.

The next year kindergartens were made an integral part of the public school system and were opened in practically every school in the city with an enrollment of 1,588.

POPULARITY

From that time on they increased in popularity as parents began to realize what a privilege and opportunity was being offered. The enrollment in 1926-1927 reached 4,059. The next year it was not quite so large, owing to the reduced number of teachers and the enforced double sessions. It was an impossibility for one teacher to handle such a large number of 5-year-olds at one time without an assistant, and the only thing to do was to divide them into smaller groups and shorten the hours for each group. Practically every kindergarten in Atlanta has double sessions at the present time.

Parents as well as educators realize the importance of kindergarten training. There is probably not one parent in Atlanta whose child has attended kindergarten who would willingly say that this part of our educational program ought to be abolished.

IMPORTANCE OF EARLY YEARS

All studies of kindergarten and pre-school children show that the early years are the most important. It is during these impressionable years that the foundation of life is laid. Character, attitudes and habits are being developed. Why not, then, do it in a social group, under well-trained teachers? In these groups, under proper guidance, these little children are given contact with others of their own age. They have companions, whose interests are the same as theirs, to play with, and to work with. If these children are at home (often under the care of servants), they do not have companions of their own age, and are lonely little children in an adult world.

The kindergarten furnishes nourishment for mind and spirit and enriches the child's life with the knowledge of things useful as well as beautiful. It

gives the child an opportunity for self-expression, creative work and freedom. Is there anything that brings greater joy than the fact of accomplishing something—no matter how simple? In the kindergarten the child does this. He is allowed to choose his work, but must check up on results. Has he done something worth while? Has he made something new? Could it be improved upon? These questions are asked by the children themselves. They are thus taught, in even these early days, to evaluate their own efforts.

LIFE LESSONS

The materials used in kindergarten are often called just playthings or play materials, but children learn through play lessons that will never be forgotten. Will a group working together on a building made of large blocks ever forget the value of co-operation? Will a group working with dolls or playhouse equipment ever forget the value of helpfulness and courtesy? These things are stressed in kindergarten, and the habits for a rich, full life are being formed in these simple ways. The kindergarten furnishes a natural environment that fosters a child's normal growth.

One of the recognized causes of failure in the first grade is a lack of development on the part of the child. To bring this about is one of the main purposes of kindergarten education. This development can not be hurried, but must be a matter of growth.

VALUE IN SYSTEM

The value of kindergartens in preventing retardation has been proved in many cities where extensive surveys have been made. In the Minneapolis schools, before kindergartens became established, approximately one-third of the children were forced to repeat 1-B grade. Since then the distribution for each grade has become more normal. The superintendent of the Minneapolis schools says: "Kindergartens are not an extravagance; they are an economy." The experience in Minneapolis shows that those citizens who think it was a measure of economy to do without kindergartens are deceived and that no community can neglect to provide kindergartens without doing an injury to everybody in the community.

SCIENCE SHOWS VALUE

Modern psychology proves that the early years are of supreme importance from the standpoint of physical and mental attitudes and habits and elements of character and personality. These years have been

neglected both in the home and in the school, but are now in the focus of public attention. It is because of the emphasis on these years that the nursery schools and kindergartens are receiving increased attention throughout the country. Atlanta must keep in line with other progressive cities and must provide kindergarten training for every child of kindergarten age.

THE TEACHER'S VOICE

The conference method whereby the teacher's voice is heard outside of the class room in advising with the administration in school projects has been used in the consideration and revision of plans and the making of estimates for equipment of the new Roosevelt High School which is to be erected at Thirteenth and Upshur Streets, Washington, D. C., to house the Washington Business High School, now located at Ninth Street and Rhode Island Avenue.

Before any plans were drawn the whole faculty was called together to consider with the principal in a general way the building needs. After several such conferences various groups of teachers drew up specifications which served as a guide to the principal as he made up his lists of suggestions which the school officials forwarded to the architect's office. When the preliminary plans came to the school they were posted and every member of the faculty had a chance to confer with the principal before he discussed the revision of the plans with the superintendent's office. Out of this careful consideration together the accepted plans place the building on the lot in a position which was not contemplated in the early plans. The present position assures quiet rooms, while the early drawings placed the building where many rooms were in the range of noise from cars and busses. Teachers of experience and training are in a position to make valuable suggestions as to the equipment which will make their work more efficient. The preliminary estimates for equipment which were submitted to the superintendent in charge of high schools were made after many conferences with members of the faculty who had been studying for some time the best in furniture and other equipment.

MAY P. BRADSHAW, *Assistant Principal,
The Washington Business High School.*

Mr. James A. Jacobs, president of the New South Wales Teachers' Federation, died November 26.

Tenure in Memphis

In the fall of 1926 the President of the Memphis Teachers Association appointed a committee to formulate a program of action for Local 52.

Among the principles advocated in this program were equal pay for equal qualifications and experience, a normal five-hour school day, a maximum of thirty pupils per teacher, a salary schedule providing an increase in salary, and permanent tenure of position for Memphis teachers. Although the Association indorsed the program, on account of the increased demands made upon both the time and the strength of the teachers, no definite steps were taken to carry out the provisions of the program and practically nothing along any line mentioned was accomplished during that year.

The history of the Association for the past two years has been an entirely different one from that of 1926 and 1927. A partial report of the Salary Committee's successful campaign for an increase in salary has already been published in *THE AMERICAN TEACHER*, and in another column of this issue a continuation of the report appears.

TENURE COMMITTEE APPOINTED

In October, 1927, a tenure committee was appointed and instructed to work during 1928 with the idea in view of presenting a tenure bill to the next Legislature, which would convene in January, 1929.

Early in 1928 the Tenure Committee met and discussed plans for securing the support of the prospective legislators. But they decided that nothing could be gained by asking the Shelby County candidates whether or not they approved of teacher tenure, since there was no opposing ticket in the field. However, the committee felt no uneasiness from this source, because of the harmony between the Shelby legislators and the present city commissioners, all of whom, in a letter dated November 2, 1927, and addressed to the Salary Committee of the Memphis Teachers Association, had in no uncertain terms stated their approval for a tenure bill for teachers and pledged their support to the teachers in securing the necessary legislation.

The Tenure Committee secured the services of Mr. S. O. Bates, a brilliant lawyer and former attorney-general of Shelby County, who had already rendered valuable services to the Salary Committee. Mr. Bates drew up a splendid tenure bill, which provided,

among other things, permanent tenure of position to a teacher after serving satisfactorily a probationary period of two years. The last clause of the bill granted a discharged teacher the right of appeal to the Circuit Court.

TENURE BILL SUBMITTED

Knowing the friendly attitude of the mayor and other commissioners, and feeling grateful to them for the aid they had already given in the salary campaign, the Tenure Committee, with the President of the Trades and Labor Council, made a visit to the mayor's office and submitted the tenure bill to the city commissioners for their approval. While the mayor and commissioners expressed themselves as favoring tenure for teachers, they advised the committee to take up the matter with the Board of Education and secure their approval of the bill.

Copies of the bill were mailed to the superintendent and members of the Board of Education. Preparations were then made by the committee and its attorney to appear before the board at its next regular meeting. In a conversation between the committee's attorney and the attorney for the board, the fact was brought out that the board members had not had sufficient time to study the bill, and, therefore, would be better prepared to discuss the matter at some future time. Consequently the committee postponed its appearance before the board.

In the meantime, the committee and its attorney kept busy sounding various people of authority in school and civic affairs upon the question of tenure for teachers. All who were approached upon the subject favored such legislation. Some offered objection to specific provisions of the bill as drawn up. With the exception of one clause, all objections were made against provisions of minor importance in the bill.

BOARD OF EDUCATION DISAPPROVES

Feeling certain that a bill satisfactory to both the board and the Association could be agreed upon, the Tenure Committee, accompanied by its attorney, appeared before the Board of Education in regular session. Although four weeks had elapsed since the postponement of the committee's visit to the board, the president expressed his regret that on account of his own and the superintendent's absence from the city, they were still unprepared to consider the tenure

bill. However, he assured the committee of an answer at an early date.

Early during the following week the board, at a special meeting, voted unanimously to disapprove the enactment of the bill into law. Their chief objection was based upon the belief that the clause which gave a permanent teacher the right to call witnesses in her own behalf would cause endless strife among the teaching force. Their statement that so few teachers are dismissed from the Memphis system was also given as a reason why it is needless to enact such a law.

When the answer of the board was received only a few weeks remained before the adjournment of the 1929 session of the Legislature. Still unwilling to give up, the Tenure Committee, acting upon the advice of its attorney, made a second visit to the city commissioners. They were cordially and sympathetically received by the mayor and commissioners. However, the commissioners maintained that the Board of Education should first approve the bill; therefore they advised the committee to return to the board and offer a compromise on certain clauses in the bill.

PROSPECTS FOR FUTURE BRIGHT

Only one regular meeting date of the board remained before adjournment of the legislature. As the board meeting on this date, April 5, was postponed, the Tenure Committee was unable to proceed further with tenure legislation. However, both the Association and the committee feel that prospects for the future are bright, since we have promises of support in the next Legislature from the city commissioners and other influential people.

Unfortunately, the Tennessee Legislature convenes only once every two years. But with more than a year in which to make further investigations concerning teacher tenure elsewhere in the United States, the Association hopes to secure the passage of a tenure bill during the early part of the 1931 session of the Legislature.

By such legislation Local 52 believes that training, preparation and successful experience, rather than personal or political preferment, will become the determining factors in the retention of teachers in the public schools. When the tenure bill is enacted into a law teachers will be free to assert themselves independently upon school problems, to stand boldly against the numberless interruptions and encroachments of outside interests upon the time of pupils

and teachers, and to do fearlessly what they conscientiously believe is best for the children in their charge.

GENEVIEVE OAKLEY,

Local 52.

COMMITTEE ACTIVITY IN MEMPHIS

Salary Adjustment Committee

At the close of school in June, 1928, no definite answer from the Board of Education had been received as to the increase in salary which Local 52 was sponsoring. It was ascertained, however, that the Board did not have to hand in a budget to the City Commissioners, as the committee had been previously led to believe was necessary.

The week before the opening of school in September, the daily press carried reports that the Board of Education as a result of close economy found itself enabled to give all teachers then on the payroll a flat increase of fifteen dollars a month. While this fell far short of the amount asked—an amount which would have put Memphis in line as regards teachers' salaries with other cities of equal population and commercial importance—it was a very welcome addition.

During this past winter the committee has not actively functioned, as a letter from the superintendent gave the inference that there would be a further increase in the autumn.

ELIZABETH E. DIX, *Chairman.*

Committee on Retirement and Pensions

The committee on Retirement and Pensions for Teachers appointed in the fall conferred by letter with Mr. Kern of Chicago, and examined many bulletins and pamphlets on teacher retirement systems and related topics. We decided, however, that it would be impossible in the short time at our disposal before the adjournment of the state legislature to offer this year any satisfactory substitute for the pension bill now on the statute books. The chairman of the committee conferred also with the superintendent of Memphis schools and received assurance that he would be glad to co-operate with the committee in working toward a more adequate bill later. The committee, therefore, will conduct a thorough investigation and hopes to have a satisfactory retirement plan adopted by the next Tennessee legislature.

MARY V. LITTLE.

Union Activities in Washington, D. C., Since 1916

Has Unionism among teachers paid? Our experience in Washington, D. C., proves to us that it has.

On May 23, 1916, a group of Washington High School Teachers formed a union which affiliated directly with the American Federation of Labor as there was no American Federation of Teachers functioning at that time. Soon after that, the American Federation of Teachers issued charters and the local received its charter as Local 8.

In January 1918, the Grade Teachers Association became Local 16 of the American Federation of Teachers.

At first each local seemed to face quite different problems, so each retained its own individuality. Then followed a period when it was felt that by merging the two locals, the strength of the united organization would be far greater. In the spring of 1925, Local 16 merged with No. 8 and became known as the Teachers Union of Washington, Local 8.

Just what has the organization accomplished?

1. From a material standpoint, much has been done. In 1916, the lowest basic salary for elementary school teachers was \$500 per year. Today the lowest basic salary for that group is \$1,400. In 1916, the basic salary for senior high school teachers was \$860. Today it is \$1,800. These large increases were secured by dogged persistence on the part of the Teachers Union.

HELPED SECURE RETIREMENT LAW.

Getting salary increases in Washington is a long and complicated process beginning with the drawing up of the bill by the Superintendent under the authority of the Board of Education and ending with the passage of the bill by the two Houses of Congress of the United States, for District of Columbia Appropriation bills must be passed by Congress. In 1916 great difficulty was experienced in bringing about a realization that a grade teacher was worth an \$800 minimum. In 1929, the Teachers Union made its request for an opportunity to testify at the hearing on the section of the District Appropriation bill relating to the public schools. This request was granted, and the legislative chairman of the Teachers Union was the only teacher heard.

The Teachers Union helped considerably in securing the original retirement law in 1920 and was

largely instrumental in getting the passage of amendments to this law in 1926, by which more adequate retirement provisions for teachers were gained. Under the amended law, considerable confusion arose as to the selection of options, there being three of them. The Union had its attorney make a thorough study of the provisions of the new law, especially as to the options, and on the basis of this study submitted a series of questions to the Auditor of the District of Columbia. The answers to these questions served to clear up the situation in the minds of the teachers. The Union is now preparing a pamphlet setting forth for the benefit of teachers all the necessary information about the operation of the law.

CIRCULAR BY BOARD RECALLED.

2. From a legal standpoint much of value, too, has been established. By a court decision handed down in a suit filed by the Teachers Unions in 1919, it was apparently settled beyond controversy that "a suspension or fine cannot be inflicted upon a teacher by the Board of Education, as a measure of discipline, for alleged acts of misconduct, without according the teacher a hearing such as is contemplated by section 10 of the Act of June 30, 1906." In 1927, a circular which seemed to imply that teachers did not have the right of trial on which they had counted, was issued by the Superintendent at the request of the Board of Education. After considerable correspondence between the Superintendent, the Board and the Teachers Union, this circular was recalled by the Board. Soon a statement was issued to Washington teachers saying it was not the intention of that body to deprive any employee of the right of trial.

3. From a professional standpoint the Teachers Union has made contributions along several lines.

In 1918, a study of Teachers' Councils throughout the country was made by the Union. As a result, a Teachers' Council was established by the Superintendent of Schools. Each department of the schools elects its representatives to the council which holds four regular meetings each year; special meetings are also called when necessary. Many of both past and present council delegates have been Union members; in addition the Union officers often attend the meetings to gain information. The greatest value of the entire movement lies in the free discussion

of certain matters by officials and teachers together.

During 1926, the Union drew up a plan on educational leave for a year with part pay. The outstanding feature of this plan was the fact that it would cost very little to operate, as the teacher would receive the difference between her basic or beginning salary and her actual salary; her beginning salary would go to pay the teacher who took her place; while the sum which the teacher on leave would receive was not large, yet it would benefit some. This feature was incorporated by the Superintendent of Schools in this plan for educational leave with part pay which is expected to pass Congress in the near future.

EQUITABLE RATING IMPORTANT.

Since 1916, the Union has been deeply interested in the subject of teacher rating and has sought by every means in its power to bring about a more equitable application of the rating system. The organization has realized that the morale of the teaching force can only be maintained at its highest when teachers feel that they are rated in an equitable manner. This winter the Teachers Union published a study of the use of the probability curve in the rating of the teachers. In the study the following conclusions were drawn.

A. Unless the number of cases be very great indeed, the element of chance-variations may destroy all resemblance of the facts to a normal curve. For instance, the abilities or the achievements of the two thousand or more teachers in an entire school system might actually follow a normal probability curve. But those of the twenty, or forty, or sixty, or even one hundred teachers in any one building almost certainly would not.

B. Then, too, those numerous complex causes that enter into the make-up of individuals might or might not be said to operate independently when the group is already highly selected by rigid eligibility requirements.

C. Moreover, special distributing causes may in any one building, even with a fairly large group of teachers, completely change the true curve from the normal. For instance, one school may have an abnormal number of strong or of weak teachers, because the teachers are attracted or repelled by conditions in this particular school due to its location, type of pupils, kinds of courses offered, leadership and supervision, equipment, school prestige or history, etc., etc.

As a result of this study the Teachers Union respectfully requested "that all rating officials keep in mind the fact that neither in theory nor in practice is the normal probability curve applicable to fractional groups under diverse conditions."

PROMOTION PLANS SUBMITTED.

Because there was considerable dissatisfaction with the method by which teachers were promoted to Group B, the higher salary group, the Union worked out and submitted to the school officials plans for such promotion based more upon actual teaching ability, personality, and civic and cultural attainments. Some of the outstanding features of the Union plan were incorporated in the method now operating.

Since the extra-curricular activities in the schools, especially in the senior and junior high schools are showing a decided tendency to demand so much of the teacher's time and energy that class room teaching is in danger of being neglected, the Union has thoroughly studied the subject and is now attempting to make an analysis of the whole problem with suggestions for remedial measures.

In 1926 the United States Bureau of Education at the request of the Board of Education made a survey of the District of Columbia Normal Schools. A Union committee made a study of this survey, and submitted to the Board of Education and the Superintendent recommendations as to the conclusions drawn in the report.

In 1928 the United States Bureau of Efficiency made a survey of the District of Columbia Public School System. The Teachers Union made a detailed study of this report and again submitted to the school authorities recommendations based on the findings of the survey.

VARIOUS SCHOOL ACTIVITIES.

As early as 1919 the Union went on record as favoring the establishment of a Normal College issuing a professional degree in the interest of higher professional qualifications for all teachers. This ideal is now to be realized with the creation in July, 1929 by the Board of Education of a Normal College offering a four year course leading to a degree.

4. From a social standpoint the Union has carried on various activities. As a means of bringing the teachers together for social purposes, luncheons, dinners, card parties, teas and theater benefits have been given from time to time.

(Continued on page 24)

BOOKS

*"There is no frigate like a book
To bear us lands away."*

—Emily Dickinson.

WHAT SHALL I READ? Compiled by Grace Poole and Solon DeLeon. Issued by Educational Department, Workmen's Circle, 175 East Broadway, New York.

The Educational Department of the Workmen's Circle (the great Jewish workers' co-operative insurance organization) has rendered a real service to children, parents, teachers, the labor movement and all those interested in education with "a progressive social spirit" by the publication of a book entitled "What Shall I Read?" It contains lists of books for children of three age groups—up to 9 years, 10 to 13, and 14 years and over. For each group there are books recommended under the following heads: Arts and Crafts, Biography, Drama, Fiction, Folk Lore, History, Poetry, Science and Nature Study, Social and Industrial Questions, Travel. The compilers of the lists are Grace Poole and Solon DeLeon of the Research Department of the Rand School of Social Science. This authorship in itself guarantees good work to those who are acquainted with them. The present reviewer has checked rather carefully the sections dealing with History, Biography and Social and Industrial Questions, and finds that the lists given are comprehensive, present varied points of view, as they should, and that the descriptive note on each book is brief, yet not too brief, clear, objective, straightforward and illuminating.

Nearly 1,600 titles are listed. There is an excellent index by authors and titles. A wide circulation and use is bespoken for this handy volume.

A. J. M.

SO THIS IS WAR!

The Honorable Frank B. Kellogg has said: "If the people are minded that there shall be no war, there will not be." Dr. Fridtjof Nansen has expressed a similar sentiment, "We need have no war unless we wish to. . . . If we would work really efficiently for peace among the nations of the earth we must begin from within . . . disarmament of the human mind, of the soul of peoples."

Convinced that the race must break the habits of

thought and feeling which make us subject to periodic tragedy, the Committee on Militarism in Education has published a little pamphlet entitled, "So This Is War!", which deals with methods being used to popularize military training, by surrounding it with various sorts of emotional thrills and glamor. The practices described therein are directly opposed to the type of education we must have if men are to turn away from war and thoughts of war.

The public should realize that such delightful "playing at soldiering" must surely build just the kind of emotional habits that make men act irrationally in an international crisis. Because of the seeming non-military aspects of this work, many people fail to see its real dangers. For that reason, this pamphlet should have a wide circulation.

Copies may be obtained 15 cents for one, \$1.25 for twelve, \$7 for 100, \$50 for 1,000, from the Committee on Militarism in Education, 387 Bible House, Astor Place, New York City.

UNION ACTIVITIES IN WASHINGTON, D. C., SINCE 1916

(Continued from page 23)

5. From a business standpoint much progress can be shown. The amount of money handled annually by the organization has increased fifty per cent since 1925. Each year a substantial increase in membership is noted. Each year efforts are made to extend our program of activity so as to be of greater service to the teachers and the school system. In order to facilitate the handling of Union business, a down town office is maintained as a center. The legislative officer of the American Federation of Teachers uses this center free of rent as a courtesy extended by the Washington Local.

In closing, the Teachers Union of Washington wishes to thank the Superintendent of Schools and the Board of Education for all the courtesies which they have extended to Local 16 and Local 8 during the past thirteen years.

Yes, we can truly say that Unionism among teachers has paid in Washington. We can point with pride to the tangible results as well as more intangible ones, such as serving as a liberalizing influence for Union members as well as non-union members.

MARY C. DENT, *President*,
Washington, D. C. Local No. 8.
ELIZABETH DRAPER, *Treasurer*,
Washington, D. C., Local No. 8.

I Wouldn't Read a Book Like That—It's Dangerous

YOU'RE right, brother. *People who read books like these stand high above the crowd and look down. It might make you dizzy.*

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ALLEGANY STATE PARK SUMMER SCHOOL'S THIRD YEAR.

An outdoor training school of natural history, which has established a high reputation among the growing number of such centres for field instruction, and which has an exceptionally interesting and varied terrain for its purposes, is the Allegany School of Natural History, conducted by the Buffalo Society of Natural Sciences, in co-operation with the New York State Museum, and affiliated with the University of Buffalo, which will be open for its third season, July 5 to August 24, in the Allegany State Park.

This school was established in 1927, to meet the need for well qualified teachers of natural history, which has developed with the increasing demand for instruction in the natural sciences, in public preserves, national, state, county and municipal, and in private camps and summer schools. The personnel of such centres of outdoor instruction now numbers many thousands, of whom a large proportion, teaching such sciences as zoology, botany, physiography and geology, requires wide and accurate knowledge and skill in leadership, to give their students all that they should receive from such summer sessions in the wilderness. Park officials, school directors and others responsible for the quality of such instruction are yearly seeking better talent for teachers of natural history.

The sponsors of the Allegany School of Natural History determined, at its beginning, to seek high quality of instruction through a faculty of exceptional ability, rather than to enroll a large number of students. That they achieved this result is evident from the comments of leaders of other schools in this field, and of intelligent observers of the features offered in the curriculum, and of the use made of the opportunities for study in the Allegany Park and surrounding territory.

The school is located on a new lake made by damming Quaker Run, a tributary of the Allegheny River, which drains the southern part of Allegany State Park, in Cattaraugus County, in southwestern New York, seventy miles south of Buffalo. It is within a mile of the Pennsylvania line, across which is a larger public preserve, the Allegheny National Forest, containing virgin timber and large wild game. Allegany Park occupies a tract of sixty thousand acres, in the bend of the Allegheny River, where it enters New York from its source in Pennsylvania, and returns again into Pennsylvania on its

way to the Ohio. It is largely second growth timber, now returning to large size, with some virgin stands, and under the park policy of maintaining ninety per cent of it in a wild state, is yearly recovering its pristine qualities.

In forest associations, Allegany Park's predominant trees are of the beech-birch-maple types, northern in affinities, and an even more striking evidence of a former sub-arctic climate is a small stand of balsam fir, probably a relief from post-glacial time. The valleys have more southern forest types, oak, hickory and chestnut.

Geological features of interest in the park and environs are phases of glaciation found at the terminal moraine of the great continental ice sheet, which stopped north of the bend of the Allegheny, and left the Park area uncovered by the usual debris; and richly fossiliferous strata everywhere in the region.

The Allegany School of Natural History is sponsored by the New York State Museum of the University of the State of New York, Dr. Charles C. Adams, director of the State Museum, having general supervision of the educational policy; by the Buffalo Society of Natural Sciences, of which Chauncey J. Hamlin, who brought about the establishment of the school, is president; and by the Allegany State Park Commission, which provided the site, created the lake nearby and built the cabins and other structures wherein it is housed. The school is provided with 40 cabins, each with two sleeping rooms and a living room, with sides half walled and half screened, but closeable by shutters, and provided with stoves and nearby running water and electric lighting. The main building, 48 to 86 feet, has assembly room, library and laboratories, dining hall, and museum.

The teaching staff will again be headed by Dr. Robert E. Coker, professor of zoology, University of North Carolina, who has been Director since the school was established, and who has set high standards in inspiring his students to develop the ability "for stimulating others to the study and appreciation of nature." Dr. Coker will teach field zoology. He will send circulars of information to those who will address him, as Director, Allegany School of Natural History, Box 950, Chapel Hill, North Carolina, until June 15.

Prof. Allen C. Tester of the University of Iowa will again teach field geology, Mr. Aretas A. Saun-

ders, of the Central High School, Bridgeport, Conn., will teach the natural history of birds, and Mr. William P. Alexander, field naturalist of the Buffalo Society of Natural Sciences, will again teach general nature study. A new member of the faculty will be Leslie A. Kenoyer, professor of biology, Western State Teachers College, Kalamazoo, Mich., who will teach field botany.

For the convenience of those living in New York, information and provisional registration may be had of the Buffalo Society of Natural Sciences or the New York State Museum, Albany, N. Y.

NOTES FROM REPORT OF PRESIDENT THOMAS ON THE GENEVA CONFERENCE.

Mr. Sainsbury's report of his recent visit to Geneva and his conference with the local committee has been received. It clears up a great many doubts and puts us in position to proceed with the promotion of the program and arrangements for the Geneva Conference. Mr. Sainsbury has performed a very definite and most excellent service.

The Herman-Jordan Plan of Education for International Understanding and Goodwill will have a very definite and important place in the Conference. The committees assigned to the various aspects of this subject are all at work. The committees will hold both executive and open sessions. From two to four o'clock in the afternoon will be set apart for their deliberations.

The program is being planned about the theme International Understanding and Goodwill through Education. All departments will, therefore, have an international aspect in their discussions and papers. Much attention will be given to a consideration of how the spirit of international co-operation and goodwill can be introduced into the schools. Materials and methods will vary with the age and advancement of pupils. The program will be made up of speakers as widely distributed as possible among the nations.

The official languages will be English, French and German. During the discussions, it will be arranged for an official delegate or a representative secured by the International Bureau of Education to be on the platform with the chairman of the section at each meeting. He will translate the speeches into the language asked for by the majority present or, as an alternative, into one language announced beforehand as the translation language of the section.

"FLOATING UNIVERSITY" IDEA

OPENED TO SUMMER SCHOOL

STUDENTS AND TEACHERS.

A series of six College Tours to Europe, announced by Dr. James E. Lough, at 285 Madison Avenue, New York City, opens his "floating university" idea this summer to students and teachers, many of whom are unable to join the annual College World Cruise in the winter. Delphi, Athens, Rome and Venice now serve as classrooms for students of Ancient History, for on each tour, college and professional courses in Art, Literature, Economics, Geography and History are given by well-known professors and carry full academic credit.

"The plan provides a Summer School in Europe similar in every essential to those in American universities," said Dr. Lough, president of the world's first Floating University in 1926-27 and Director of College Tours, "with the addition that the students do field work under faculty supervision during the College Tour as a part of each course.

"The itineraries have been arranged as backgrounds for the subjects taught. Students of French, for example, cross on French ships and reside at Grenoble University, while Art students visit the important museums of England, France, Italy, Holland, Austria and Germany under faculty leadership.

"Previous University tours and cruises have demonstrated that extensive travel and systematic study may be combined to the great advantage of each," continued Dr. Lough, who organized the College World Tour now in Japan in connection with the 1929 World Cruise of the "Belgenland." "The students see more than when traveling independently or on mere sightseeing tours, and at the same time the study of such subjects as Economics, History or French is vitalized by direct contact with the problems."

The cost of these travel study tours is no higher than other moderate priced tours without this educational feature. Thus the price of the French Residence Tour with 52 days of intensive study in French Literature and Conversation is only \$485.00. Students and teachers who desire to register for this summer school abroad and to receive college or professional credit for their courses should communicate with Dr. Lough.

PROGRESSIVE SCHOOLS IN SOUTH AMERICA

In a talk before the Washington Educational Union, Local 198, Miss Heloise Brainerd, chief of the Division of Education of the Pan-American Union, as guest of honor at a luncheon meeting held March 9, 1929, told of the newer educational movements observed by her on a recent trip to South America. Although fifty years ago the public school systems of both Argentina and Uruguay were modeled on that of the United States, and many South American educators who have visited this country are now working along modern American lines, a great many of the "progressive" ideas are received from Europe and in particular the Decroly method is much in vogue in primary schools.

The first real "progressive" school in South America seems to have been a private school in Bogota, Colombia, whose principal is familiar with the best in both Europe and the United States. Gardening, manual training, excursions, sports, the most modern equipment and teaching methods, and a splendid morale, based on a self-government system, are some of the earmarks of the "new education" there. The enthusiasm of the principal seems to have been communicated to other educators during a trip taken by him a few years ago, and similar experiments are being made in several countries, usually in the laboratory schools connected with the normals.

One of the wide-awake normal school principals is in Buenos Aires. She is trying out individual instruction through an adaptation of various foreign plans, and the children in the first grade, visited by Miss Brainerd, were so absorbed that they did not wish to play at recess time! No harsh criticism is allowed in this school, and the younger pupils have no idea of competition, being encouraged solely to better their own records. In Uruguay, too, a most interesting experimental school was visited, where such vital projects are being carried on as the whole process of bread-making from the growing of the wheat to the building of an adobe oven in which to bake it, and the construction of a small house, including the burning of brick.

"LINKED" SCHOOLS

Among the progressive secondary schools mentioned was a private school in Buenos Aires, which makes its teaching vivid by such means as an enormous out-of-door relief map constructed by the pupils themselves, practicing arithmetic in a play store, and dramatizing their history work, and another in

Lima, Peru, where many of the classes are held in pavilions and an out-of-door life is encouraged as much as possible.

Many South American countries have the friendly custom of naming public schools for sister republics, which usually reciprocate the courtesy. The linked schools in the two countries observe each other's national holidays, carry on correspondence and build up a special sentiment of friendship. Thus it came about that last Fourth of July the "United States School" was officially named in Montevideo, capital of Uruguay, and asked to be put in touch with a school in our capital. A few weeks ago a beautiful album came from the "United States School," comprising maps, drawings, essays and a variety of exquisite handwork by the pupils, but not describing their own country, as had been expected. Instead, it was all about the *United States*—what an evidence of friendliness and courtesy that those Uruguayan children had spent weeks in preparing for their American friends! When the book was delivered by the Minister of Uruguay to the Jackson School of Washington, D. C., it made a deep impression on the pupils, who are now working hard and enthusiastically to prepare an album on *Uruguay* that will be good enough to show their Uruguayan friends how deeply their gift is appreciated.

How can we measure the effect on international understanding of such an exchange of tokens, representing earnest study? Why should there not be a similar exchange going on with the "United States Schools" that also are found in Buenos Aires and in Rio de Janeiro? And furthermore, why should not three of our finest public schools, somewhere in this broad land, be named for these three friendly southern republics, or for their national heroes?

CHARACTER EDUCATION FOR BUSINESS

Character education in the schools will be an asset to the business of the country. The boy or girl with a highly developed moral sense is of far more value in work or management than one who has a low appreciation of moral standards. Inefficiency, dishonesty, and friction in business would be reduced to a minimum by character training for our children. The cost of efficient character education in our schools would be saved many times over to the general public by the benefits to national business.—*Official Bulletin of the C. T. A.*

Local News

CHICAGO, LOCALS 2, 3 AND 199

Teachers in Chicago are much concerned about the financial situation, which may result in the closing of schools in September. During the past month Mr. James Meade, president of Local 2, Mrs. Lucie Schacht, president of Local 3, and Miss Agnes B. Ciohesy, president of the Elementary Teachers Union, have been in Springfield on several occasions, helping on the emergency legislation, the only constructive plan, which, to date, has been set in action to relieve the situation. The three locals have issued two bulletins and plan to issue others from time to time to keep the teachers informed of events. The three locals have also hired an attorney to render an opinion on the legality of the bill.

Local 3 has held its annual election and the following persons are to be officers during the next year: Lucie Schacht, president; Mary Robb, vice-president; Bertha Peterson, treasurer; Genevieve Souther, recording secretary; Clara Rubovits, Grace Mills and Anna Stockbridge, trustees; Mary Herrick, delegate to the Women's Trade Union League, and Lucie Schacht, Mary Reynolds, Etta C. Deffler and Jennie Wilcox, delegates to the Chicago Federation of Labor.

A new committee has recently been appointed by Local 3 to investigate the use of substitutes on temporary certificates and Miss Lena Crum has been made chairman.

At the regular monthly business meeting of Local 3 in April Mr. Willard, Principal of the Wendell Phillips High School, spoke on the teaching load and pointed out that in a recent check-up the reports showed that Chicago teachers are carrying a heavier load than teachers in the other cities from which statistics were obtained.

The Executive Board of Local 3 voted to have printed and distributed to the membership the recent study made by the Education Committee on the Teaching Load.

The following five delegates were elected to represent Local 3 at the annual convention of the American Federation of Teachers: Lucie Schacht, Jennie Wilcox, Marion Lyons, Florence E. Clark and Helen Taggart. Catherine Williams, Etta Deffler, Genevieve Souther and Mary Robb were elected as alternates.

FLORENCE E. CLARK.

NEW YORK, LOCAL 5

All New York teachers, through the legislative activity of the Teachers Union, have won an important victory in the modification of the retirement allowance law. Hitherto the heirs of 40 per cent of teachers dying in the service received no allowance, although much of the pension fund represents money paid by the teachers themselves.

Membership gain in April, 70.

WASHINGTON, D. C., LOCAL 8

The Washington Teachers Union has begun the publishing of a news letter. The following culled from Vol. 1, No. 1, indicates a splendid activity:

Twenty-five Per Cent Limitation

The Teachers Union was the only educational or professional organization that appeared at the Congressional hearing, when the proposed limitation on the appointment of Normal School graduates was discussed. Largely through the efforts of the Union the operation of this limitation was postponed.

The Union's arguments at the hearing were featured in an article published in *The Evening Star*. Did you see the article?

Provision for Additional Teachers Restored to Bill

The provision for eighteen additional teachers was stricken from the appropriation bill in the House; but here, too, the Union's effort helped restore this provision to the bill in the Senate.

Free Text Books

The Union has long advocated free text books for all high school students, and has consistently worked toward this end.

Under the new compulsory education bill, free text books for senior high schools are especially needed.

We advocate a *central* distributing agency for free text books in *every school*, elementary, junior and senior high school. We repeat, "Give teacher time to teach."

Group B Efficiency

How shall it be maintained; and how ascertained? The answer is in the same manner as is the efficiency of the lawyer who protects our interests, of the physician who attends to our physical well-being, and of all professional people everywhere.

The Union is making a study of this question.

Teacher Rating

Will this perplexed question ever be settled in a way satisfactory to officials and teachers?

We hold it possible that *all* of the teachers in a school may be excellent.

If rating must continue, let it be "satisfactory" or "unsatisfactory." The teacher is either good enough to be entrusted with the education of the child, or not good enough.

Grade Teachers' Recess

The Union strongly urges that the grade teachers be relieved from the duties of supervision during at least part of the noon recess. This period for rest and relaxation is necessary in order that the teacher may be ready for the duties of the afternoon session.

We advocate supervision, but not at the expense of the legally provided lunch hour for teachers.

Our Pension Law

Do teachers understand the operation of the pension law? Many do not. The Union is now preparing a pamphlet explaining the provisions of the law. This pamphlet will be the third in a series pub-

lished by the Union for the purpose of interpreting to teachers the complex laws governing them as teachers.

ST. PAUL, LOCALS 28 AND 43

The unusual has happened; the teachers have given a dance, their first annual affair. And thus another revered tradition is shattered, that teachers don't dance. We now know that little Johnny is all wrong, there is no such thing as teacher's sharp looks.

The Oxford ball room was filled to capacity last Friday evening, and as a result the joint dance committee of the Men and Women Teachers Federations are well pleased with the outcome. The committee's hopes were also realized by the attendance of many hundred friends of the teachers and the schools. This afforded an opportunity to make social contacts with members of P. T. A. groups especially.

The evening was interspersed with several vaudeville acts, most of the talent being KSTP artists. Miss Mary Josephine Carr's eccentric dancing group of girls gave the only non-professional act, but they handled themselves like veterans. Because of the vaudeville, printed programs were given out, which were exceptionally pleasing in appearance. Miss Genevieve Hopkins was general chairman. Ruth Tingle was in charge of programs, Gus Munch was ticket chairman for the men's federation and Marion Haigh for the women's federation.

* * *

The Federation of Women Teachers has issued an announcement that the federation club rooms at 372 St. Peter Street, opposite the President Theater, will be opened, beginning Monday, April 22, and during the week following activities of a varied nature will take place.

The remodeling and redecorating have been completed and the plans of the special committee are nearing realization. The "open house week" is intended to exhibit to the members and friends of the federation its new home.

Miss Rood and Miss Gilbert have supervised the furnishing and decorating and are now ready to receive the judgment of the membership on the work accomplished.—*Minnesota Union Advocate*.

SACRAMENTO, LOCAL 31

The outstanding event of the year is the union of Chapter 44, the Elementary Teachers Federation, with Chapter 31. It is believed a bigger and greater federation will come from this union of forces.

In addition to those coming from the Elementary Teachers Federation, over thirty new members have been received into the local.

Effective publicity work has been carried on. The Pacific Coast number of *THE AMERICAN TEACHER* appeared in April. A column has been published in the Sunday issues of *The Sacramento Union*. The *Sacramento Valley Union Labor Bulletin* has given

publicity to organization activities. It is planned to have a regular correspondent to this labor journal next year.

A new venture in publicity is *The Federation Bulletin*, published monthly. This publication will undoubtedly be of great value in maintaining and developing the Federation and its educational program.

Teacher load and research in comparative salaries are being handled by special committees. The twelve months' plan of payment of salaries which was threatened with loss was saved through Federation effort, in co-operation with the City Teachers Association.

The Law and Legislative Committee, under the chairmanship of Mr. Everett, has been very active.

Mr. Vierling Kersey, newly appointed State Superintendent, addressed the Federation at its May meeting in an exceptionally interesting talk.

MARGARET MOORE, *Chairman Press Committee*.

PORTLAND, ORE., LOCAL 111.

The Portland Teachers Union, as an answer to the many inquiries as to the aims of the organization and the beliefs of the members has published what it terms its creed. The creed appeared in a recent issue of *The Union Teacher*, together with an introductory explanation and a closing invitation to teachers who can indorse the creed to join the union.

The article follows:

"Not long ago a member of the Teachers Union was asked how the union differs from other teacher organizations. The reply was that the chief difference lies in the fact that the union stands for a fairly well defined set of principles.

"A sort of creed," suggested the inquirer, and so it might be designated.

"If this 'creed' were written down in black and white it would read something as follows:

"We believe in the public schools of America—but we doubt their absolute perfection.

"We believe that the public has a right to demand that teachers be the most intelligent and best educated group in the community—and we believe that they should be paid accordingly.

"We have faith in the honesty, training and intellectual equipment of our superiors—but we are not altogether convinced of their omniscience (although we sometimes have reason to suspect they are omnipresent).

"We believe in progress in education and in such changes in the school system as will make for efficiency—but we believe that new methods and modern equipment are but hollow shams if they are used by overworked and servile teachers.

"We believe in the principles of American democracy—but we believe that only when those principles are applied to the schools of America and teachers are given a voice in determining school policies will there be that freedom of spirit which is necessary if teachers are to train aright the future citizens of this free republic."

"The Teachers Union welcomes to its membership any teachers who believe in the above 'fundamental principles.' We can not promise that we shall attain our objectives in a day; we have no smoothly working political machine to carry our members to fame or to comfortable seats among the mighty. But we can promise our members some interesting experiences, a lively battle now and then and, possibly once in a while, victory. Then, too, there is the joy of contacts with teachers who are alive and glad of it."

SEATTLE, LOCAL 200

Seattle Teachers Are Made Victims of Sharp Practice by the Holdover Members

School teachers here to the number of 1,900 have been informed by the school board that they had been selected to teach for another term, provided each signed a "yellow dog" contract such as was imposed last year.

The action of the board in advancing the date of its meeting and again barring members of the American Federation of Teachers came as a surprise to school workers who had expected that no appointments would be made until the board had been reorganized with the two recently elected members installed.

Both of these were elected on their promise to support the right of teachers to belong to a trade union.

One of these new members, Judge Austin Griffiths, who took office upon election to fill out the term of a deceased member, wrote a strong letter of protest from New Haven, Conn., denouncing the action of the board as "un-American." The other new member, J. R. Shorrett, will not be seated until early in June.

While the two new members of the board might not have been able to commit the board to a more liberal policy, the haste of the reactionaries to put over their anti-union program indicates their fear of the minority.

John C. Kennedy, secretary of Local 200 and Mrs. Kennedy were callers at the National Office May 6. They are on their way to Europe. Secretary Kennedy reports a very hopeful situation. The teachers are protesting the contracts and the action of the board in presenting them before reorganization. The teachers have not yet signed the contracts.

GRAND FORKS, N. D., LOCAL 205.

The Grand Forks Teachers Federation celebrated the first anniversary of its founding with a social meeting and a banquet, April 17th, at the Y. W. C. A.

A school survey is to be studied by the Federation in the summer months. A committee on Curriculum has been appointed. Teachers' Group Insurance is being considered.

FLORENCE FJELDSTAD, *Secretary.*

TRIBUTE TO MRS. KINGSLEY

This tribute to Mrs. Kingsley appearing in *The Commonwealth College Fortnightly* is so beautiful and true that we are reprinting it for those who failed to get *The Fortnightly*.

A Gentle Warrior

It was with something of a shock and a feeling of personal loss that I read in a recent *Colorado Labor Advocate* of the death of Perle Shale Kingsley, ardent advocate of Labor and leader in the workers' education movement of the Mountain States.

Mrs. Kingsley, who was head of the department of public speaking of the University of Denver, gave gladly of her time and of her none too abundant strength to the Denver Labor College, where she taught in the same capacity.

Personally Mrs. Kingsley was charming and lovable. She was a woman of great intelligence and high purpose. None of those privileged to associate with her but felt the radiant kindness and sympathy of her personality. Those who struggled to inaugurate workers' education in the Mountain States know that at all times she had the courage of her convictions. Those who taught with her or were privileged to be her students realize that as a teacher she was but rarely equalled.

During the past summer Mrs. Kingsley taught at the University of Wisconsin Summer School for Women in Industry. At the close of the session she wrote me, "As I have thought of such a school in connection with the state institution, it has come to me sometimes that your plan is probably the correct one." Mrs. Kingsley had been interested in Commonwealth from its beginning and followed its development not only with deep interest but also with a helping hand.—W. E. Z.

ANTI-IMPERIALIST CONFERENCE LONDON, JULY 17-18

To end war, and stop the present exploiting imperialism, the peoples of the world will have to go over the heads of their governments.

A two days' conference on imperialism and international co-operation to discuss methods and program will be held in London, July 17 and 18, arrangements for which are being made by members of the British Labor party.

Among the subjects that will be discussed are:

1. How the United States is trying to dominate the world.
2. The British Labor party and British imperialism.
3. How to get invading marines and troops out of occupied countries and areas.
4. Publicity on concessions.
5. International allocation of natural resources.
6. An international investment board and bank.

Speakers will include Labor party members of the House of Commons, and publicists from the United States.

The round trip ticket from New York to Southampton, third class tourist, going on the Majestic (White Star Line), sailing from New York on midnight, Wednesday, July 10, is \$196.59, government tax \$5 additional. Tickets are good for three months.

For further details write to Benjamin C. Marsh, The People's Lobby, 35 B. Street Northwest, Washington, D. C.

TO TEACHERS AND OTHERS VISITING EUROPE

To the Editor.

Sir:

May I extend to teachers and others visiting Europe an invitation to participate in the classes organized by the "Visual Economics Bureau," established in connection with the device for teaching elementary economics by an entirely new method?

The device, which the bureau has been created to test and explore, is one for showing by a series of card games of a new type, the processes of money and banking,—an attempt to do for the understanding of this side of economics what the actual playing of chess or bridge with an apparatus does for the understanding of those games, which we should find as difficult to explain without the apparatus, as we now find it to explain the monetary theory.

The Bureau has been established under the aus-

pices, among others, of Sir Charles Trevelyan, Ex-President of the Board of Education of Great Britain; Evelyn Wrench, Editor of *The Spectator*; A. G. Gardner, late Editor of *The Daily News*; J. A. Hobson, M. A., author of *The Science of Wealth*, etc.; C. M. Lloyd, Director of the Social Science Studios, London School of Economics; May Jacoby, Principal of Battle Abbey School; the Hon. Lady Barlow; C. K. Munro, playwright, author of *At Mrs. Beams*, etc.; Harold Wright, M. A., author of *Population*, etc.; John Hilton, Director of Statistics, Ministry of Labor, member of the International Statistical Institute; Beatrice Forbes Robertson, author of *What Women Want*.

The Bureau trains teachers and others to become demonstrators, so that their services as such may be available in school, adult educational institutions, clubs, etc. Two or three lessons of an hour or so, together with a short course of reading in elementary economics, usually enable teachers to use this method successfully with children and adult laymen.

The method is to be introduced into America early next fall (when a descriptive book with the apparatus will be available). It may be expected therefore that there will be the same demand for demonstrators in the United States that there has already been in Great Britain.

If any prospective visitors to London would send me his or her address, together with an indication of the dates likely to be suitable for attendance at these demonstrations, I will forward all relevant information.

Yours faithfully,

MARTHA KELLEY,

Secretary, Visual Economics Bureau, 34 Victoria Street, London, S. W. 1., England.

PUBLIC SCHOOL GROWTH

The quarter of a century from 1900 to 1925 marks an astounding increase in both the enrollment and the expenditures of the public schools as is shown by a survey made public by the Bureau of Education, at Washington. The survey shows that expenditures for sites, buildings, furniture, libraries and apparatus of elementary and secondary schools combined increased from \$35,450,820 in 1900 to \$433,584,559 in 1925. The value of school property has increased 673.05 per cent in the past 25 years. Total enrollments in public schools have increased 59 per cent during the past quarter of a century.

Thirteenth Annual Convention American Federation of Teachers

Chicago, Illinois, Congress Hotel, July 1-6, 1929

MONDAY, JULY 1, 1929

Executive Council, Congress Hotel, 10 A. M. and 2 P. M.

TUESDAY, JULY 2, 10 A. M.

Addresses of Welcome—Mr. J. A. Meade, *President Local 2*; Mrs. Lucie H. Schacht, *President Local 3*; Miss Agnes B. Clohesy, *President Local 199*; Mr. John Fitzpatrick, *President Chicago Federation of Labor*; Miss Isabella Dolton, *Assistant Superintendent of Schools, Chicago*; Mr. H. Wallace Caldwell, *President Board of Education*; Miss Elizabeth Christman, *Secretary-Treasurer National W. T. U. L.*; Miss Lydia Schmidt, *League of Women Voters and Chicago Liberal Club*.

President's Report.

Secretary-Treasurer's Report.

Appointment of Convention Committees.

Committee Meetings.

12:30 P. M.

Luncheon, Congress Hotel. Speaker, Rev. J. W. R. Maguire, *President, St. Viator's College*; "Social and Labor Legislation."

2 P. M.

Report of Organization Committee—Chairman, Mrs. Florence C. Hanson, *Secretary-Treasurer A. F. T., Local 3*.

Report of Georgia Organization—Mr. W. J. Scott, *Vice-President A. F. T., Past President Atlanta 89*.

Report of Pacific Coast—Mr. E. E. Schwartztrauber, *Portland 111*.

Report of Sub-Committee on Finance—Mr. F. G. Stecker, *Vice-President A. F. T., Chicago 2*.

Report on Organization from Locals.

3 P. M.

Committee Meetings.

WEDNESDAY, JULY 3, 9 A. M.

Reports of Permanent Committees.

Education—Lucie W. Allen, *Vice-President A. F. T., Past President of Chicago 3*.

Legislation—Charles B. Stillman, *Vice-President A. F. T., Past President A. F. T., Past President Chicago 2*.

Professional Improvement—W. J. Scott, *Vice-President A. F. T., Past President Atlanta 89*.

Tenure—Amy A. Fox, *Vice-President A. F. T., Past President Minneapolis 59*.

Academic Freedom—Henry R. Linville, *President New York 5*.

Nomination of Officers.

2 P. M.

Address, "Freedom of Discussion Through Organization"—Professor Paul H. Douglas, *University of Chicago*.

Reports:

Pensions—Florence Rood, *Vice-President A. F. T., St. Paul 28*.

International Relations—Selma M. Borchardt, *Vice-President and Legislative Representative, A. F. T., Member Executive Council of World Federation of Education Associations*.

Positive Health in the Public Schools—Alice F. Drechsler, *Minneapolis 59*.

Report of Delegate to A. F. L. Convention.

7 P. M.

Banquet—Congress Hotel. Speaker: Clayton C. Morrison, *Editor Christian Century*, "Are We in Sight of World Peace?"

THURSDAY, JULY 4, 10 A. M.

Excursion as Guests of Chicago Locals.

FRIDAY, JULY 5, 9 A. M.

Election of Officers.

Reports of Locals.

2 P. M.

Reports of Convention Committees: Policies, Resolutions, Legislative.

SATURDAY, JULY 6, 9 A. M.

Completion of Reports.

2 P. M.

Executive Council Meeting.

From compromise and things half done

Keep us, with stern and stubborn pride,


And when at last the fight is won

Keep us still unsatisfied.

—Untermeyer.

American Federation of Teachers

**506 S. Wabash Ave.,
CHICAGO, ILL.**



The American Federation of Teachers desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

The American Federation of Teachers desires to co-operate with all civic organizations for improved civic life.

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

Our Slogan Is:

Democracy in Education: Education for Democracy

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